

DOCUMENT RESUME

ED 362 613

UD 029 534

TITLE Chapter 1 in Public Schools. The Chapter 1 Implementation Study. Final Report.

INSTITUTION Abt Associates, Inc., Cambridge, Mass.; Policy Studies Associates, Inc., Washington, DC.

SPONS AGENCY Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

PUB DATE 93

CONTRACT LC89038001

NOTE 308p.; For "The Chapter 1 Implementation Study Interim Report," see ED 351 420.

AVAILABLE FROM Planning and Evaluation Service, 400 Maryland Avenue, S.W., Room 3127, Washington, DC 20202-8240.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC13 Plus Postage.

DESCRIPTORS *Compensatory Education; Disadvantaged Youth; *Economically Disadvantaged; Educational Change; *Educational Legislation; Elementary Secondary Education; *Federal Programs; Parent Participation; Poverty; *Program Implementation; Public Schools; Staff Development; Urban Schools; Urban Youth

IDENTIFIERS *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

ABSTRACT

This volume summarizes the third year of the 3-year Study of Chapter 1 Implementation and addresses how schools have responded to the changes in Chapter 1 created by the Hawkins-Stafford Amendments of 1988. Results are summarized of nationally representative surveys, collected during 1991-92 and the third year of Hawkins-Stafford implementation, of principals, regular classroom teachers, and Chapter 1 teacher/aides in 1,000 Chapter 1 schools. A major finding of the study and a theme throughout the report is the fundamental difference between the highest-poverty elementary schools (at least 75 percent poverty) and the lowest-poverty elementary schools (less than 35 percent poverty). Eight chapters focus on the following topics: (1) characteristics of Chapter 1 schools; (2) Chapter 1 program operations; (3) Chapter 1 instruction and classroom activities that Chapter 1 students reportedly miss while they receive Chapter 1 instruction; (4) coordination of Chapter 1 with regular classroom activities and availability and uses of testing information on Chapter 1 students; (5) schools' efforts to heighten parent involvement and principals' assessment of parental involvement in education and schooling; (6) educational backgrounds of Chapter 1 staff and classroom teachers; (7) staff development; and (8) school reform and improvement. Five appendices provide samples of survey instruments used, study methodology, and backup tables. A three-page "analysis and highlights" of this report published separately is attached. Contains 69 exhibits. (GLR)

ED 362 613

THE CHAPTER 1 IMPLEMENTATION STUDY

FINAL REPORT

CHAPTER 1 IN PUBLIC SCHOOLS

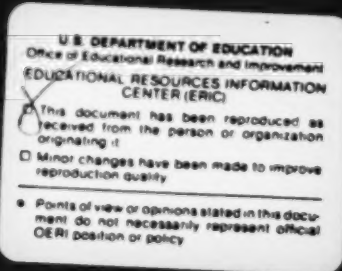
Prepared Under Contract by:

Abt Associates, Inc.
Cambridge, MA

and

Policy Studies Associates, Inc.
Washington, DC

Contract No. LC89038001



U.S. DEPARTMENT OF EDUCATION • OFFICE OF POLICY AND PLANNING

UD029534

THE CHAPTER 1 IMPLEMENTATION STUDY

FINAL REPORT

CHAPTER 1 IN PUBLIC SCHOOLS

1993

By:

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Marc Moss
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This volume summarizes the third year of the three-year Study of Chapter 1 Implementation. The study addresses how schools have responded to the changes in Chapter 1 created by the Hawkins-Stafford Amendments of 1988. The study is being carried out by Abt Associates Inc. and its subcontractor, Policy Studies Associates, under contract with the Office of Policy and Planning in the U.S. Department of Education.

In this volume, we summarize the results of nationally representative surveys of principals, regular classroom teachers, and Chapter 1 teacher/aides in 1,000 Chapter 1 schools. Data were collected during the 1991-92 school year, the third year of Hawkins-Stafford implementation.

An earlier report from this study, The Chapter 1 Implementation Study Interim Report, summarizes the results of a nationally representative survey of district Chapter 1 coordinators and site visits to 9 states, 27 districts (three in each state), and 54 schools (two in each district). Data were collected during the 1990-91 school year, the second year of Hawkins-Stafford implementation.

The conduct of this study and the preparation of this report were sponsored by the U.S. Department of Education, Office of Policy and Planning, under Contract No. LC89038001 (Daphne Hardcastle, Project Officer). The views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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ACKNOWLEDGMENTS

I would first like to thank the school principals, classroom teachers, and Chapter 1 teachers and aides who completed the national surveys. Many provided thoughtful comments on the Chapter 1 program in addition to completing the survey items.

I especially want to acknowledge the work of Brenda Turnbull of Policy Studies Associates in the design of the surveys, particularly on Chapter 1 program operation from the classroom teacher's perspective and on school reform in Chapter 1 schools.

Special thanks go to Marc Moss, Beth Gamse, and Maria Sachs. Mr. Moss was responsible for the sometimes daunting analysis of the principal and classroom teacher surveys as well as for all backup tables in Appendix E. Dr. Gamse analyzed the Chapter 1 teacher/aide survey and authored the chapters on linkages (Chapter Four), educational backgrounds (Chapter Six), and staff development (Chapter Seven). Ms. Sachs served as technical editor and helped make text and tables accessible and understandable.

A special thank you to the project's advisory group who helped with the initial instrument design and critiqued this report. The seven panel members were: Judith Billings, Washington State Superintendent of Public Instruction; Paul Hill, Senior Social Scientist at the RAND Corporation; Virginia Garcia Lampson, community liaison and past president of the California Association of Compensatory Education; Judith Niebaum, Chapter 1 mathematics teacher and member of the Kansas Committee of Practitioners; Sharon Schonhaut, Director of Federal and External Programs for the Denver Public Schools; June Spooner, Principal of the Dean Road Elementary School (Auburn, Alabama); and James Sullivan, Bureau Chief for Program Planning and Evaluation, Office of School Improvement Grants, New York State Education Department.

I would also like to thank our ED Technical Representative, Daphne Hardcastle, for her efforts to help the study run smoothly and for her comments on our work. We also appreciate the substantive comments of Alan Ginsburg, Valena Plisko, and other staff in the Office of Policy and Planning. Thanks as well to Mary Jean LeTendre, Tom Fagan, and William Lobosco of the Compensatory Education Program for their comments and critique of our report.

Mary Ann Millsap
Project Director

EXECUTIVE SUMMARY

OVERVIEW

Since 1965, when the Congress passed the originating legislation for Title I of the Elementary and Secondary Education Act, Chapter 1 has provided supplemental instruction to low-achieving students in low-income schools. The \$6.1-billion program is the largest federal elementary and secondary education program and sends money to about two-thirds of the nation's schools. The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 made numerous important changes in Chapter 1.

The purpose of this report is to analyze Chapter 1 program operations at the school level during the third year of implementation of the amendments (school year 1991-92).

Four statutory provisions are of special interest. First, the legislation outlined steps to be taken when Chapter 1 students do not meet performance standards, beginning with the development and implementation of a school program improvement plan. Second, the emphasis on parent involvement that had been deleted in the 1981 legislation was reinstated in a modified form. Third, greater coordination with the regular school program was urged, buttressed by the new statutory requirement that performance in the regular school program, as well as Chapter 1 performance, was to be assessed. Finally, the law encouraged an expansion in the number of schoolwide projects, so that high-poverty schools may spend Chapter 1 funds in a way that benefits all students without regard to their achievement levels.

The report supplements the Interim Report of the Chapter 1 Implementation Study (1992), which analyzes Chapter 1 program operations during the second year of implementation (1990-91). Data for that report were provided by a national survey of 1,600 Chapter 1 district coordinators and on-site interviews in a nested sample of nine states, 27 districts (three in each state), and 54 schools (two in each district).

STUDY DESIGN AND METHODS

In December of 1991 and January-February of 1992, Abt Associates conducted a nationally representative survey of about 1,000 principals, 1,000 regular classroom teachers, and 2,000 Chapter 1 teachers and aides in about 1,000 Chapter 1 schools. Almost 80 percent were elementary schools, while the remaining 20 percent were middle and secondary schools.

Schools were selected from the districts responding to the District Survey of Chapter 1 Implementation, which was conducted in the fall of 1990. Well over 90 percent of districts provided rosters of schools. Depending upon district size, from one to six Chapter 1 schools were selected for inclusion in the school survey. Principals were asked to respond to a survey and provide lists of regular classroom teachers who taught at least one Chapter 1 student, and of Chapter 1 teachers and aides in the school. Some 88 percent of the principals submitted lists from which one regular teacher and two Chapter 1 teachers or aides were randomly selected.¹ The response rate for the principals' survey was 91 percent, as was the response rate for the Chapter 1 teachers/aides. The response rate for regular classroom teachers was 88 percent.

FINDINGS

A major finding of this study and a theme throughout this report is the fundamental difference between the highest-poverty elementary schools (at least 75 percent poverty) and the lowest-poverty elementary schools (less than 35 percent poverty). Twenty-one percent of Chapter 1 elementary schools and 38 percent of all Chapter 1 elementary students are in the highest-poverty category. Thirty-two percent of Chapter 1 elementary schools and 22 percent of all Chapter 1 elementary students are in the lowest-poverty category. High- and low-poverty middle and secondary schools also differ from each other in significant ways. Because of the smaller sample sizes, high-poverty middle and secondary Chapter 1 schools are defined as having at least 50 percent poverty, while low-poverty schools have less than 35 percent poverty.

Differences between Highest-Poverty and Lowest-Poverty Schools

- In 1991-92, half the Chapter 1 elementary schools had at least an estimated 50 percent of children who were eligible for free or reduced-price lunch. Such schools are twice as common now as in 1985-86. Almost 40 percent of Chapter 1 elementary students attend schools in which 75 percent of the children are eligible for free or reduced-price lunch.
- High-poverty Chapter 1 schools are concentrated in inner cities while low-poverty schools are found in urban fringe and suburban areas.
- Students have less access to instruction in the highest-poverty schools than in the lowest-poverty schools. Among the factors responsible are student mobility and student absenteeism, both of which are more pronounced in the highest-poverty

¹ For the 48 Chapter 1 schoolwide projects in our sample, no classroom teacher or Chapter 1 teacher/aide surveys were sent, because Chapter 1 is seldom a separate identifiable program in these schools.

schools. Furthermore, a higher proportion of teachers in the highest-poverty schools strongly agree with the statement that student attitudes and habits greatly reduce their chances for academic success.

- Classroom teachers in low-poverty Chapter 1 schools are more likely to strongly agree that staff members maintain high standards and that principals enforce school rules for student conduct and back them up when needed than teachers in high-poverty schools.
- Lack of parental supervision, inadequate nutrition or rest among students, substance abuse by students or family members, physical conflicts among students, and vandalism or theft are cited as moderate or serious problems by more principals in high- than in low-poverty schools.
- Principals of low-poverty schools are more likely than those in high-poverty schools to report that parents are "very involved" in fundraising for the school and serving as volunteers in the school. Principals were equally likely to report parents as very involved in helping children with homework and meeting informally with teachers.
- The Chapter 1 program in low-poverty schools also differs from that offered in high-poverty schools. High-poverty schools rely on instructional aides more than do low-poverty schools, yet less than 20 percent of elementary Chapter 1 aides have college degrees. In spite of added personnel in the highest-poverty schools, there are still many more students (37) for each full-time-equivalent instructor (aides and teachers) in the highest-poverty schools than there are in the lowest-poverty schools (24).²
- Limited pullout programs are more likely to be found in low-poverty schools than in high-poverty schools, while high-poverty schools are more likely to have in-class and computer-assisted instruction. Aides are more likely to provide in-class instruction in high-poverty schools, while aides and certified teachers are equally likely to provide in-class instruction in low-poverty schools.
- The Chapter 1 program in high-poverty schools offer more activities to parents of Chapter 1 children than does the Chapter 1 program in low-poverty schools. In high-poverty schools, the Chapter 1 program is more likely to offer opportunities to serve as volunteers, aides and tutors as well as special activities for parents who lack literacy skills or whose native language is not English. They are also more likely to employ parent liaisons and professional support staff to work with parents.

² These are geometric means, rather than the customary average or arithmetic mean. We obtained a geometric mean by transforming the number of students per FTE instructor to a logarithmic scale, taking the average in that scale, and transforming back to the original scale. The result gives a better measure of the typical number of students per full-time instructor, because it does not respond unduly to schools that have very high student/instructor ratios.

Other findings from the national surveys of Chapter 1 schools are organized according to the major sections of this report.

Characteristics of Chapter 1 Schools

- Chapter 1 students represent 14 percent of total student enrollment in the lowest-poverty elementary schools, but 36 percent of the students in the highest-poverty elementary schools.
- Many school principals criticized the role of parents in their children's lives. Between one-third and one-half of Chapter 1 elementary school principals cited lack of parental supervision as a moderate or serious problem; principals of higher-poverty schools were more likely to cite it as a problem than principals in lowest-poverty schools.
- Most regular and Chapter 1 elementary teachers in Chapter 1 schools view the spirit and cooperation among teachers in a positive light. School administrative support was also noted by at least three-quarters of all teachers.

Chapter 1 Program Operations

- The most popular Chapter 1 programs in 1991-92 are limited pullout programs and in-class instruction. In-class instruction has grown substantially since 1985-86, as has computer-assisted instruction.
- In 1991-92, Chapter 1 schools offer more program designs and more subject areas than in 1985-86. For example, over 80 percent of Chapter 1 elementary schools now offer at least two programs. Furthermore, about two-thirds of the schools have changed the Chapter 1 program to accommodate more children.
- Chapter 1 school principals want to change Chapter 1 even more. If given the opportunity to design a program "from scratch," principals report that they would use Chapter 1 funds not only to hire teachers for low-achieving students, but also to hire classroom teachers so as to reduce class size, an option currently restricted to Chapter 1 schoolwide projects.
- Chapter 1 schoolwide projects have expanded rapidly under the Hawkins-Stafford Amendments into an estimated 2,000 schools. However, principals at just under half of the 9,000 schools eligible to use Chapter 1 funds schoolwide reported that they were not aware of the option.
- Were the eligibility requirements for schoolwide projects lowered to less than 75 percent of students in poverty, the number of eligible schools would rise dramatically.
- Thirteen percent of Chapter 1 elementary school principals reported that their Chapter 1 resources had been reduced because student performance improved.

Chapter 1 Instruction

- Eighty percent of classroom teachers report that their students receive Chapter 1 reading/language arts instruction outside the classroom, for a median of 30 minutes daily. Similar proportions of classroom teachers in the highest- and lowest-poverty schools report that certified teachers, or certified teachers with aides, provide most pullout instruction.
- Forty percent of classroom teachers report that their students receive Chapter 1 services in the classroom, more often from aides than from certified teachers, especially in higher-poverty schools.
- Small-group instruction occupies between 55 percent and 65 percent of the time of Chapter 1 staff, with most of the remaining time given to one-on-one instruction. Clerical duties take up less than 10 percent of their time, according to Chapter 1 staff reports.
- Students miss other classroom activity during Chapter 1 instruction. Over half (57 percent) of elementary classroom teachers said the primary activity missed during Chapter 1 reading/language arts instruction was related to reading instruction. For Chapter 1 mathematics instruction, less than half (45 percent) of classroom teachers reported that the primary activity missed was math-related.
- Reinforcement of concepts (that is, drill and practice) remains the major focus of most Chapter 1 instruction, cited by 84 percent of classroom teachers for Chapter 1 reading/language arts and 97 percent of classroom teachers for Chapter 1 mathematics. Less than 30 percent of classroom teachers saw the development of higher-order thinking skills as a major focus of Chapter 1. However, about half of the classroom teachers noted that in Chapter 1 instruction, an alternative presentation of concepts taught in the regular class was a major focus.

Linkages between Chapter 1 and Regular Classroom Instruction

- The quality of coordination between Chapter 1 teachers and classroom teachers is directly related to the frequency of contact between them. It is rated as high by most classroom and Chapter 1 teachers in elementary schools, but as less high by middle and secondary teachers.
- The most frequently used means of coordination at the elementary level is informal discussion, followed by consultation on written lesson plans and weekly meetings to discuss coordination. Although coordination is less frequent in the upper grades, the same means are cited.
- Chapter 1 teachers typically interact with a number of regular classroom teachers. The more classroom teachers they interact with, the lower the reported quality of coordination.

- Both Chapter 1 teachers and school principals report that Chapter 1 test data on students are available. Approximately 90 percent of Chapter 1 teachers received such information, compared with 71 percent of elementary classroom teachers and 41 percent of middle and secondary classroom teachers.

Parent Involvement

- Chapter 1 parent/teacher conferences are the most common parent involvement activity. Most Chapter 1 principals also mentioned opportunities for parents to be classroom volunteers and to serve on parent advisory panels.
- Chapter 1 elementary school principals report parents to be "very involved" in fundraising and other support activities (50 percent of schools), serving as volunteers (38 percent), and informal parent/teacher contacts (38 percent).
- Between 1985-86 and 1991-92, there has been a substantial increase in the percentage of principals reporting high parent involvement as school volunteers and in helping their children with homework.
- Principals report that Chapter 1 students' parents are less likely to be "very involved" than parents generally in fundraising and in serving as volunteers in school.

Educational Background of Chapter 1 Staff and Classroom Teachers

- Classroom and Chapter 1 elementary teachers had virtually identical educational backgrounds in 1985-86. By 1991-92, the educational attainment of Chapter 1 teachers had increased both overall and in relation to that of classroom teachers.
- Classroom and Chapter 1 middle and secondary teachers have virtually identical backgrounds, and are somewhat less likely to have Master's degrees, than Chapter 1 elementary grade teachers (36 percent versus 46 percent).
- The majority of school principals (at both elementary and middle/secondary levels) rate the quality of Chapter 1 teachers as about the same as that of classroom teachers, and one-third of the principals rate it as higher.
- More than 80 percent of elementary Chapter 1 aides have less than a Bachelor's degree; two-thirds of the aides in the upper grades have less than a Bachelor's degree.

Staff Development

- Neither Chapter 1 teachers nor classroom teachers spend much time in staff development activities. Two-thirds of Chapter 1 elementary teachers, and three-quarters of Chapter 1 secondary teachers and classroom teachers at both grade levels, participate in less than 4 days a year of staff development.

- Elementary and middle and secondary principals report that the typical teacher in their schools spends 20 hours per year in staff development activities.
- Staff development is presented on multiple topics. Teachers who participate in 2 or more days a year of staff development report spending a full day per topic; teachers who participate in less than 2 days a year report spending only about 3 hours on each topic.
- The most frequently cited providers of in-service training reported by Chapter 1 teachers were district Chapter 1 staff and independent consultants. The providers most often cited by classroom teachers were independent consultants.
- Over 80 percent of Chapter 1 teachers report that staff development helped improve instruction to some or a great extent, even though the amount of staff development is small.

School Improvement

- There is some confusion among principals and district Chapter 1 coordinators about which schools have been identified for program improvement, and a sizable proportion of principals of schools so identified feel that the identification process is not accurate.
- Schools identified as being in need of improvement differ from other schools in that they have higher poverty and more Chapter 1 students, and that their principals are more likely to perceive student absenteeism as a moderate or serious problem.
- The consensus of principal and teaching staff on effective practices is very important to successful program improvement efforts, according to school principals.
- When school reform efforts extend beyond Chapter 1 program improvement, more schools focus on such schoolwide goals as raising the achievement level of all students and improving the school's atmosphere or climate. Where school reform is limited to the Chapter 1 program, the focus is on the low-achieving children and such adjunct services as staff development.
- Regardless of program improvement under way, up to half of the schools report major implementation problems due to limited money or resources and limited teacher time and energy. Furthermore, lack of parental support is seen as a major problem in schools in need of improvement.
- District Chapter 1 staff and other district staff are most frequently cited as providers of technical assistance in school improvement, although schools typically call on many providers.

CHAPTER ONE

CHARACTERISTICS OF CHAPTER 1 SCHOOLS

OVERVIEW

To set the context for assessing the implementation of the Hawkins-Stafford Amendments of 1988, it is important to describe the characteristics of the schools within which Chapter 1 programs operate. This chapter examines such demographic variables as urbanicity, size, proportion of Chapter 1 students to total enrollment, and student mobility. It also analyzes school climate through principals' ratings of student problems and teachers' ratings of teacher spirit, administrative support, and student attitudes.

A recurring theme throughout this report is the comparison of high- and low-poverty Chapter 1 schools. Because school poverty is a consistent predictor of students' educational achievement, the more fully we can characterize how schools vary by poverty, the more likely we are to unravel what may influence that achievement.

Many Chapter 1 schools are high-poverty schools. Our survey suggests that in 1991-92, 21 percent of Chapter 1 schools had poverty levels of 75 percent and above (school poverty being based on the principal's estimate of the percentage of students eligible for free or reduced-price lunch). Almost 40 percent of Chapter 1 students attend the highest-poverty schools; over 60 percent attend schools with at least 50 percent poverty. Chapter 1 students are much more likely to attend high-poverty than low-poverty schools. (See Exhibit 1.1.)

The proportion of Chapter 1 schools that are high-poverty schools has doubled since 1985-86. In 1985-86, one-quarter of Chapter 1 school principals reported that at least 50 percent of their children were eligible for free or reduced-price lunch (National Assessment, 1987, p. 19); by 1991-92, one-half of the schools fell into that category.

The relationship between school poverty level and the Chapter 1 program is pursued in detail in the remainder of this report. Chapter 2 focuses on Chapter 1 program operations, describing program designs and changes since the last National Assessment of Chapter 1 in 1985-86. Chapter 3 examines Chapter 1 instruction, including its location, nature, and providers. It also describes what classroom activities Chapter 1 students reportedly miss while they receive Chapter 1 instruction. Chapter 4 addresses the coordination of Chapter 1 with regular classroom activities and explores the availability and uses of testing information on Chapter 1 students. Chapter 5 examines schools' efforts to heighten parent involvement and principals' assessment of the parental involvement in education and schooling.

Exhibit 1.1

Percentage of Chapter 1 Schools and Students, By School Poverty Level

School Poverty ¹	Chapter 1 Elementary (Percent)		Chapter 1 Middle and Secondary (Percent)	
	Schools ²	Students ³	Schools ⁴	Students ⁵
0-34.9%	32%	22%*	47%	27%**
35-49.9	18	14	20	12
50-74.9	29	26	33	61**
75-100	21	38**	--	--
Total	100%	100%	100%	100%

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? Elementary schools are grouped into four categories. For middle and secondary schools, three categories are used. All schools with at least 50 percent poverty form a single category.

² The weighted base N of schools is 37,304, with an item nonresponse rate of 5 percent.

³ The weighted base N of schools is 32,681, with an item nonresponse rate of 17 percent.

⁴ The weighted base N of schools is 9,999, with an item nonresponse rate of 6 percent.

⁵ The weighted base N of schools is 8,217, with an item nonresponse rate of 23 percent.

* This number is partially inflated (though not much) because some schoolwide projects consider the entire school enrollment as Chapter 1 students. On average, 61 percent of enrollments in schoolwide projects are Chapter 1-eligible students.

* A t-test between high- and low-poverty elementary schools is significant at the .01 level.

** A t-test between high- and low-poverty middle and secondary schools is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Chapter 6 describes the educational backgrounds of Chapter 1 staff and classroom teachers, while Chapter 7 analyzes staff development offered to regular teachers and Chapter 1 teachers and aides. Chapter 8 focuses on school reform generally, as well as on activities undertaken by those Chapter 1 schools identified as in need of improvement.

With "high-poverty" elementary Chapter 1 schools defined as those having at least 75 percent of students eligible for free or reduced-price lunch, and "low-poverty" schools as those having fewer than 35 percent eligible, key findings on the characteristics of Chapter 1 schools from the national surveys are discussed below.

- Chapter 1 schools are relatively evenly distributed across urban, suburban, and rural communities. The highest-poverty Chapter 1 schools, however, are concentrated in inner cities, while the lowest-poverty schools are found in suburban and urban fringe areas.
- Chapter 1 students average 14 percent of total enrollment in the lowest-poverty schools; they constitute 36 percent of the students in the highest-poverty elementary schools.
- Students are more mobile in the highest-poverty Chapter 1 schools than in lower-poverty schools. Eighteen percent of the students in the highest-poverty elementary schools do not remain throughout the school year, compared with 10 percent of the students in the lowest-poverty schools. Furthermore, over half the principals in high-poverty elementary schools noted that student mobility was a "moderate" or "serious" problem.
- Student absenteeism is a critical issue in high-poverty (at least 50 percent poor) Chapter 1 middle and secondary schools: 60 percent of the principals cited it as a moderate or serious problem, while only 14 percent of the principals in low-poverty schools so ranked it.
- The role of parents in their children's lives came under criticism by many school principals. Lack of parental supervision was cited as a moderate or serious problem by over half of the principals of high-poverty elementary schools and over one-third of the principals of low-poverty schools. At the middle and secondary school level, 80 percent of principals of schools with at least 50 percent poverty cited it as a moderate or serious problem.
- Across all Chapter 1 schools in general, regular elementary and Chapter 1 teachers view the cooperative spirit among teachers in the school in a positive light. However, a higher proportion of those who "strongly agree" with this view are found in low-poverty than in high-poverty schools. For example, 75 percent of teachers in the lowest-poverty schools strongly agreed with the statement that staff members maintain high standards, compared with 53 percent in the highest-poverty schools.

- Support from school administrations was noted by about three-quarters of all teachers, although the lowest-poverty schools had a larger proportion of teachers who strongly agreed that there was administrative support for enforcing rules of student conduct than had the highest-poverty schools.
- A sizable proportion of elementary teachers agreed or strongly agreed that students bring attitudes to class that reduce their chances of academic success. In high-poverty schools, 77 percent of classroom teachers and 50 percent of Chapter 1 teachers concurred.
- Very few elementary teachers strongly agreed with the statement that many students are not capable of learning the material they are supposed to learn (11 percent in the highest-poverty schools and 5 percent in lowest-poverty schools). Chapter 1 teachers concurred 7 percent of Chapter 1 teachers in the lowest-poverty schools and none in the highest-poverty schools strongly agreed.
- While relatively few middle and secondary teachers strongly agreed that students are incapable of learning material, far more teachers in high-poverty schools than low-poverty schools agreed (22 percent compared with 1 percent).

URBANICITY

Chapter 1 elementary schools are relatively evenly distributed among various types of communities (Exhibit 1.2). Chapter 1 middle and secondary schools exhibit a similar pattern.

School poverty and type of community are related. For example, 61 percent of the highest-poverty elementary schools (at least 75 percent poverty) are found in inner cities, with 12 percent found in urban fringe and suburban areas. Furthermore, 49 percent of the least-poor schools (less than 35 percent poverty) are found in suburban and urban fringe areas, while scarcely any are found in inner cities (5 percent). Schools in the mid-poverty range (from 35 to 75 percent poverty) are more evenly distributed across communities.

A similar pattern is found among Chapter 1 middle and secondary schools. Over half (54 percent) of the poorest schools (at least 50 percent poverty) are located in inner cities, whereas only 9 percent of the least-poor schools are located there.

CLASS SIZE AND SIZE OF SCHOOL

In Chapter 1 elementary schools, the average number of students in regular classrooms is 24. Class size does not vary by school poverty. Among middle and secondary Chapter 1 schools, the average class size is 25, also with no differences among schools by school poverty.

Exhibit 1.2

Urbanicity of Chapter 1 Schools

Which of the following best describes the area in which the majority of your school's students reside?

Urbanicity	Chapter 1 Schools (Percent)	
	Elementary ¹	Middle/Secondary ²
Urban/central city	25%	26%
Urban fringe/suburban	29	23
Small town or community (more than 50 miles from major metropolitan area)	22	32
Rural	24	19
Total	100%	100%

¹ The weighted base N is 38,783, with an item nonresponse rate of 1 percent.

² The weighted base N is 10,570, with an item nonresponse rate of 1 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Most Chapter 1 students in elementary grades (55 percent) are found in schools enrolling between 150 and 500 students, with another 30 percent found in schools enrolling 500 to 750 students (Exhibit 1.3). The median size of a Chapter 1 elementary school is 448 students.

Middle and secondary Chapter 1 schools are somewhat larger, and roughly one-third of the students are found in schools in each of three size categories (150 to 499 students, 500 to 749 students, and at least 750 students). The median size of a Chapter 1 middle and secondary school is 638 students.

There is no relationship between size of school and school poverty.

STUDENT MOBILITY

Students who remain enrolled throughout the school year and through the school's sequence of grades are more likely to follow an uninterrupted instructional program than students who move. The lowest-poverty Chapter 1 elementary schools are more likely to have students remain throughout the school year than are high-poverty schools (Exhibit 1.4). Principals in Chapter 1 schools with the lowest poverty rates (less than 35 percent poor) reported on average that 90 percent of their students stayed the entire school year. Principals in the highest-poverty schools (at least 75 percent poor), on the other hand, reported that only 82 percent of their students remained throughout the year. The average percentage of students returning from one year (1990-91) to the next (1991-92) was also higher for the least-poor elementary schools than for higher-poverty schools.

Student mobility is perceived as a moderate or serious problem in far more high-poverty elementary schools than in low-poverty ones. Only 18 percent of the principals in the lowest-poverty elementary schools rated it as a moderate or serious problem, compared to 52 percent of those in the highest-poverty schools (Exhibit 1.5).

Among middle and secondary Chapter 1 schools, student mobility is also related to the poverty of the school (Exhibit 1.6). On average, 9 percent of students are not enrolled throughout the year in the lowest-poverty schools, compared with 14 percent of students in the highest-poverty schools (at least 50 percent poverty). How principals view the seriousness of student mobility in their schools closely matches the statistics; almost 40 percent of the principals in schools in which at least 50 percent of students are eligible for free or reduced-price lunch reported that student mobility was a moderate or serious problem, compared with 20 percent of the principals in low-poverty schools (Exhibit 1.5).

Exhibit 1.3

Total Enrollments in Chapter 1 Schools

Total Enrollment	Chapter 1 Schools (Percent)	
	Elementary ¹	Middle/Secondary ²
1 - 149	3%	1%
150 - 499	55	31
500 - 749	30	35
750 or more	12	33
Total	100%	100%

¹ The weighted base N is 39,346, with an item nonresponse of 0 percent.

² The weighted base N is 10,654, with an item nonresponse of 0 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 1.4

Percentage of Elementary Students in Chapter 1 Schools Who Stay in School, by School Poverty Level

School Poverty ¹	Average Percent of Students Enrolled Throughout 1990-91 ²	Average Percent of Students from 1990-91 Returning for 1991-92 ³
0-34.9%	90%*	93%*
35-49.9	85	90
50-74.9	82	86
75-100	82*	85*

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? Approximately one-quarter of Chapter 1 elementary schools are found in each category.

² The weighted base N of schools is 6,150, with an item nonresponse rate of 7 percent.

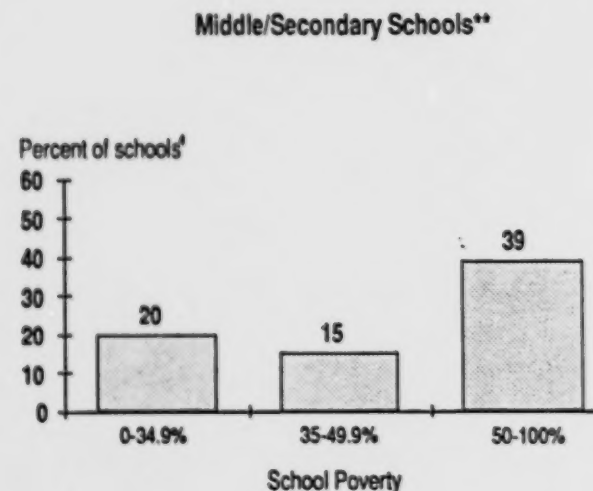
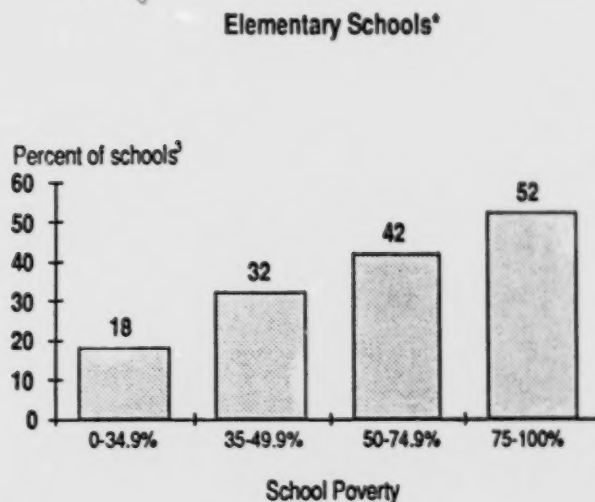
³ The weighted base N of schools is 5,144, with an item nonresponse rate of 11 percent.

* A t-test between highest- and lowest-poverty schools is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991.

Exhibit 1.5

Percentage of Chapter 1 Schools in Which Student Mobility Is Seen as a Problem,¹ as Reported by School Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately 25 percent of the unweighted sample of elementary schools are found in each category. The lowest and highest poverty categories each have forty percent of the middle and secondary Chapter 1 schools, with 20 percent in the middle category.

³ The weighted base N is 36,790, with an item nonresponse rate of 6 percent.

⁴ The weighted base N is 9,735, with an item nonresponse rate of 9 percent.

* A t-test between highest- and lowest-poverty schools is significant at the .001 level.

** A t-test between highest- and lowest-poverty schools is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 1.6

Percentage of Middle and Secondary Students in Chapter 1 Schools Who Stay in School, by School Poverty Level

School Poverty ¹	Average Percent of Students Enrolled Throughout 1990-91 ²	Average Percent of Students from 1990-91 Returning for 1991-92 ³
0-34.9%	91%*	95%**
35-49.9	91	95
50-100	86*	91**

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? The first and third poverty categories each have forty percent of schools, with 20 percent in the middle category.

² The weighted base N of schools is 9,462, with an item nonresponse rate of 11 percent.

³ The weighted base N of schools is 9,100, with an item nonresponse rate of 15 percent.

* A t-test between the highest- and lowest-poverty schools is significant at the .05 level.

** A t-test between the highest- and lowest-poverty schools is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991.

CHAPTER 1 ENROLLMENT BY SCHOOL POVERTY

The median number of Chapter 1 students in an elementary school is 92 students (22 percent of school enrollment), while the median number in a middle or secondary school is 102 students (17 percent of school enrollment).

As would be expected, given the strong relationship between school poverty and educational achievement, more Chapter 1 students attend high-poverty than low-poverty schools. In the least-poor elementary schools (less than 35 percent poverty), the median proportion of Chapter 1 students is 14 percent, while in the highest-poverty elementary schools, it is 36 percent (Exhibit 1.7). A similar relationship is found for Chapter 1 enrollments in middle and secondary schools. In the least-poor schools, the median proportion is 12 percent, in the poorest schools, it is 39 percent.

PROBLEMS WITH STUDENTS, AS REPORTED BY PRINCIPALS

One measure of school climate is the extent to which principals identify certain student-related issues as "moderate" or "serious" problems.¹ Generally speaking, principals of high-poverty Chapter 1 schools are much more likely to note something as a moderate or serious problem than are principals of low-poverty schools. The problems cited by most principals in the highest-poverty elementary schools as moderate or serious are

- lack of parental supervision (56 percent); and
- inadequate rest or nutrition among students (53 percent).

Three other topics were mentioned by about one third of the principals in high-poverty Chapter 1 elementary schools: substance abuse, student apathy, and student absenteeism.

In the lowest-poverty Chapter 1 elementary schools, only one problem was consistently mentioned by principals: 36 percent ranked lack of parental supervision as a moderate or serious problem. The items ranked next highest (student apathy and inadequate rest or nutrition) were each mentioned by 20 percent of elementary school principals. Other potential problem areas were cited by less than 10 percent of the principals in the lowest-poverty schools.

Furthermore, more principals of middle and secondary Chapter 1 schools are likely to cite some student problems as "moderate" or "serious" than are principals of Chapter 1 elementary schools. Lack of parental supervision is the most frequently cited problem in middle and secondary schools (79 percent of principals, versus 52 percent of elementary school principals).

¹ The other possible response categories were "minor problem" and "not at all a problem."

Exhibit 1.7

Median Percentage of Chapter 1 Students Out of All Students in Chapter 1 Schools, by School Poverty Level¹

School Poverty	Chapter 1 Students (Median Percent)	
	Elementary ²	Middle/Secondary ³
0-34.9%	14%	12%
35-49.9	22	17
50-74.9	26	39
75-100	36	-
Overall	22%	17%

¹ School poverty is based on the principal's report of the percentage of students who were eligible for free or reduced-price lunches. Approximately one-quarter of the unweighted sample of Chapter 1 elementary schools are found in each category. For Chapter 1 middle and secondary schools, the three poverty categories are 0-34 percent, 35-49.9 percent, and 50-100 percent. The first and third categories each have about 40 percent, with the remaining 20 percent in the middle category.

² The weighted base N is 3,738, with an item nonresponse rate of 14 percent.

³ The weighted base N is 8,837, with an item nonresponse rate of 17 percent.

Note: The relationship between school poverty and median percent of Chapter 1 students to all students is significant at the .01 level for both elementary and middle/secondary schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Attendance-Related Behavior Problems

Exhibits 1.8 and 1.9 present data on the student problems that limit the total time during which students receive instruction. These are tardiness, absenteeism, and (for middle and secondary schools) dropping out of school. In most cases, a much higher proportion of principals in high-poverty schools indicate moderate or serious problems than principals in low-poverty schools. The problems are also cited more frequently in the upper than in the lower grades.

Student Misbehavior in School

Exhibits 1.10 and 1.11 describe student behavior in school that can influence school climate as well as access to instruction. Among elementary school principals, problems with physical conflicts among students and vandalism or theft are more frequently cited in higher-poverty schools. Middle and secondary school principals in the highest-poverty schools are more likely to cite vandalism or theft. Student apathy, when rated as a moderate or serious problem, is unrelated to school poverty. However, looking only at principals who define problems as serious, 6 percent of those in high-poverty schools rate student apathy as a serious problem, while none in low-poverty schools do. In all cases, more middle and secondary than elementary school principals cite these types of student behavior as problems.

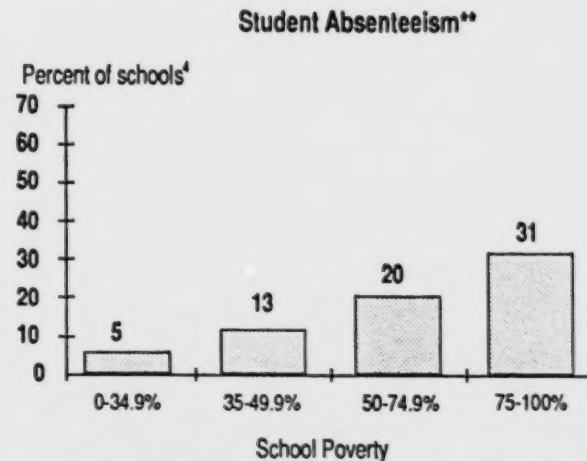
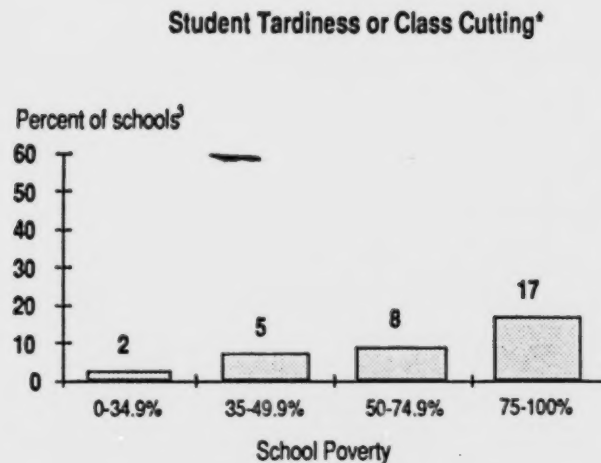
Family-Related Behavior Problems

Exhibits 1.12 and 1.13 display student behavior problems related to family characteristics. Elementary school principals see lack of parental supervision as a moderate or serious problem in more than 40 percent of all schools combined. The frequency with which it is cited as a serious problem highlights its relationship with school poverty: 18 percent of principals in high-poverty schools consider it a serious problem, compared with 1 percent in low-poverty schools. Inadequate nutrition or rest among students and substance abuse by students or family members (as reported by principals) are also related to the poverty of the school.

As with other student behavior, principals of middle and secondary schools are more likely than their elementary school counterparts to rate these problems as moderate or serious. Lack of parental supervision tops the list, followed by inadequate nutrition and substance abuse. According to principals' reports, the problem of teenage pregnancy is unrelated to school poverty, although we do not know the actual incidence of teenage pregnancy in each school. Across all student behavior ranked by principals, teenage pregnancy ranks below other family-related problems.

Exhibit 1.8

Percentage of Elementary Chapter 1 Schools in Which Attendance-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²

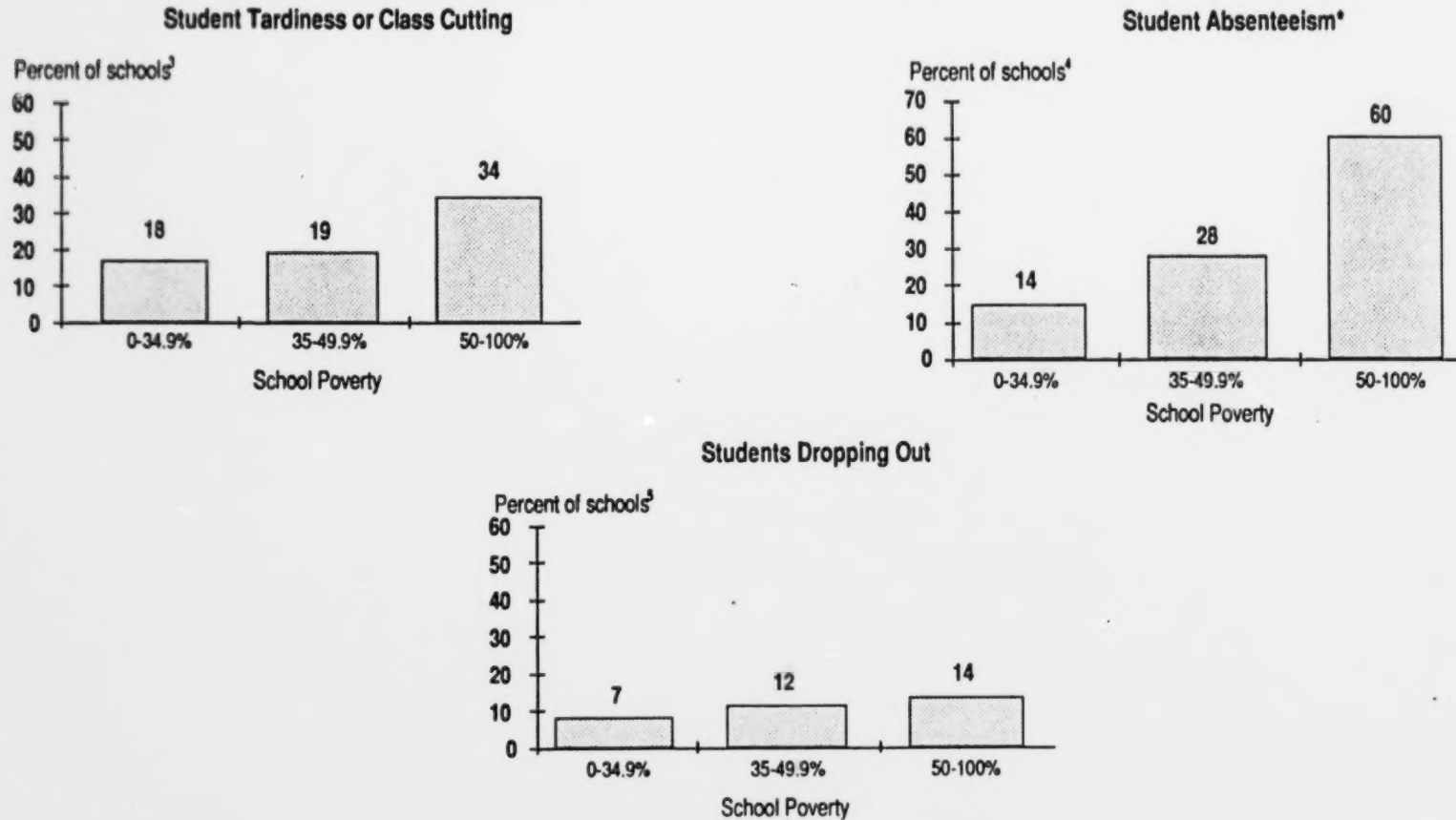


- ¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."
- ² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of Chapter 1 elementary schools are found in each poverty category.
- ³ The weighted base N is 37,048 with an item nonresponse rate of 6 percent.
- ⁴ The weighted base N is 37,157 with an item nonresponse rate of 6 percent.
- ^{*} A t-test between highest- and lowest-poverty schools is significant at the .01 level.
- ^{**} A t-test between highest- and lowest-poverty schools is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 1.9

Percentage of Middle and Secondary Chapter 1 Schools in Which Attendance-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,901, with an item nonresponse rate of 7 percent.

⁴ The weighted base N is 9,963, with an item nonresponse rate of 6 percent.

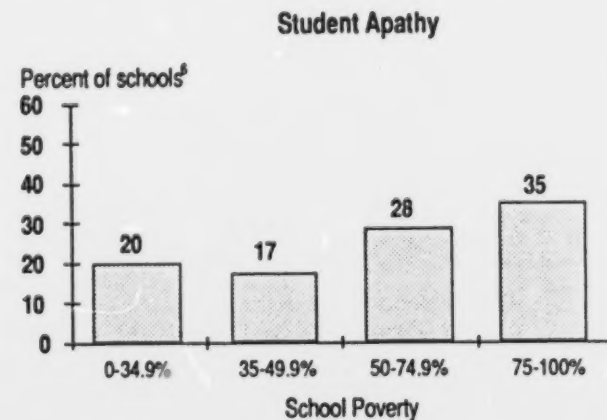
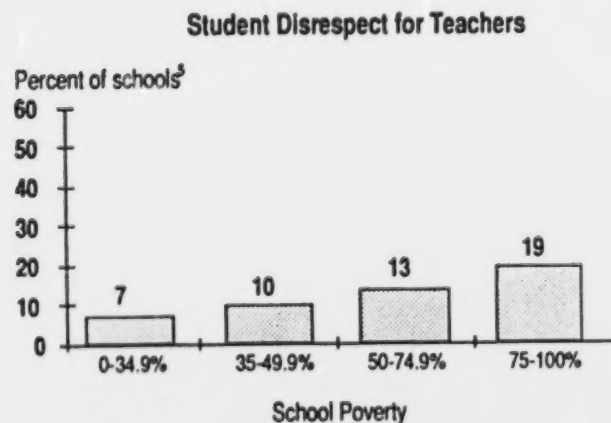
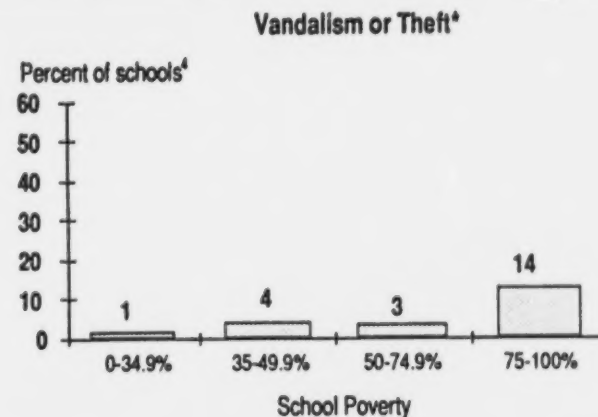
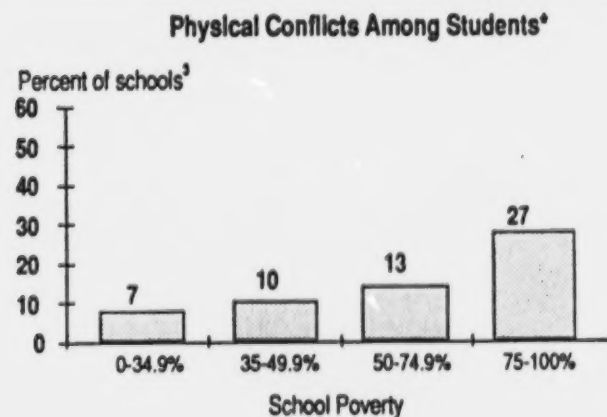
⁵ The weighted base N is 9,652, with an item nonresponse rate of 9 percent.

* A t-test between highest- and lowest-poverty schools is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 1.10

Percentage of Elementary Chapter 1 Schools in Which Certain Student Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of Chapter 1 elementary schools are found in each poverty category.

³ The weighted base N is 36,861, with an item nonresponse rate of 6 percent.

⁵ The weighted base N is 36,768 with, an item nonresponse rate of 7 percent.

^{*} A t-test between highest- and lowest-poverty schools is significant at the .001 level.

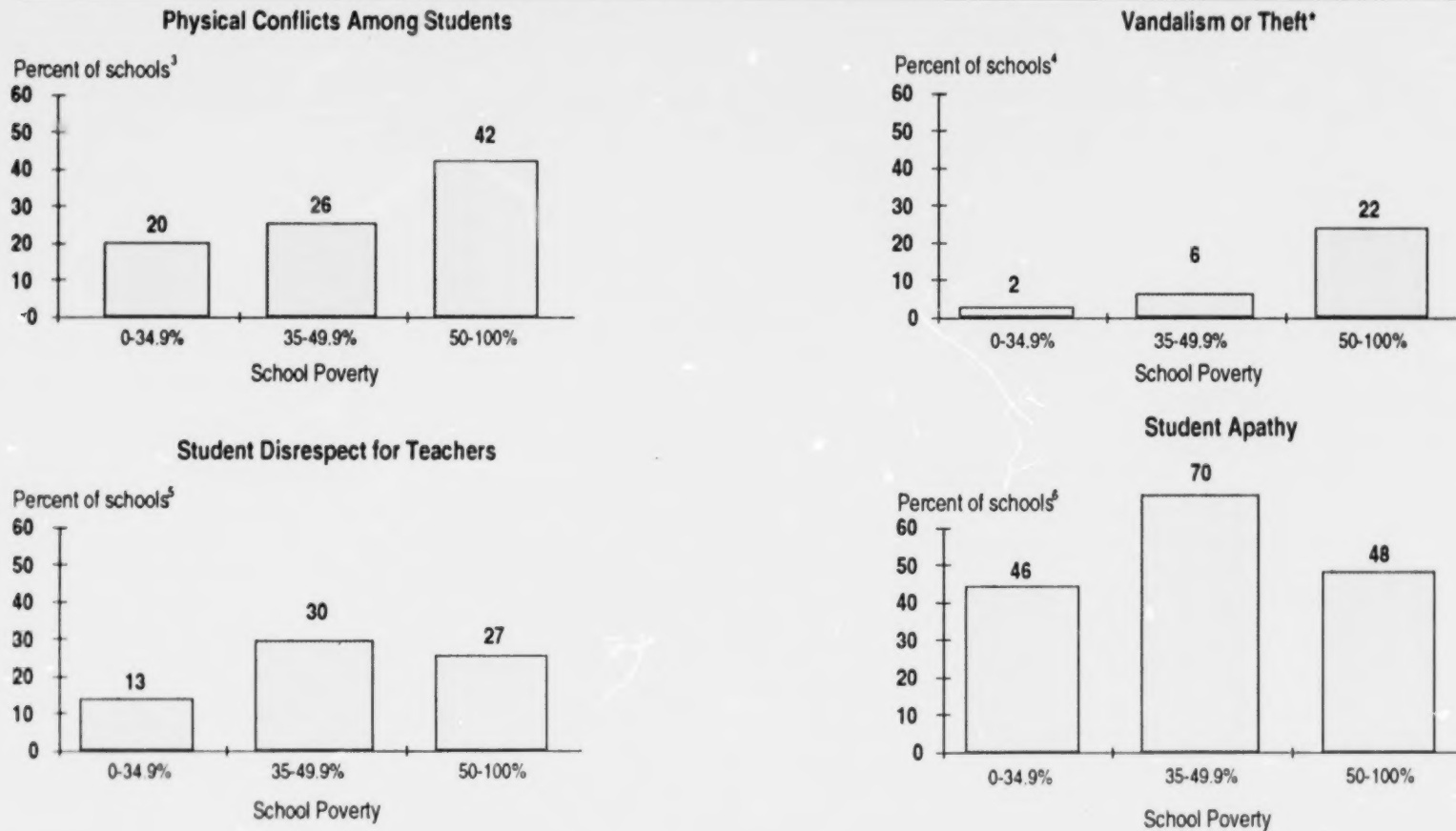
Source: Principal Survey of Chapter 1 Implementation, 1991-92.

⁴ The weighted base N is 36,790, with an item nonresponse rate of 6 percent.

⁶ The weighted base N is 36,573, with an item nonresponse rate of 7 percent.

Exhibit 1.11

Percentage of Middle and Secondary Chapter 1 Schools in Which Certain Student Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary schools, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,953, with an item nonresponse rate of 7 percent.

⁴ The weighted base N is 9,987, with an item nonresponse rate of 6 percent.

⁵ The weighted base N is 9,980, with an item nonresponse rate of 6 percent.

⁶ The weighted base N is 9,724, with an item nonresponse rate of 9 percent.

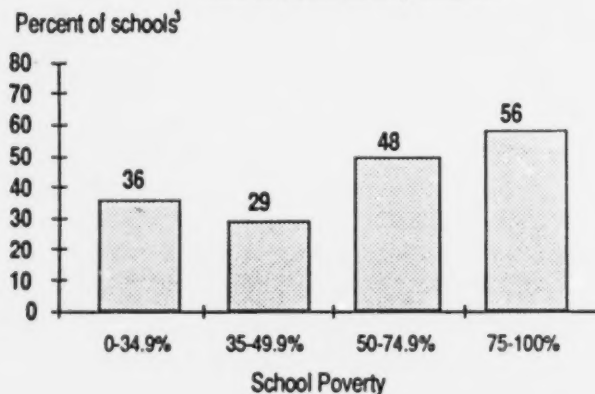
^{*} A t-test between highest- and lowest-poverty schools is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

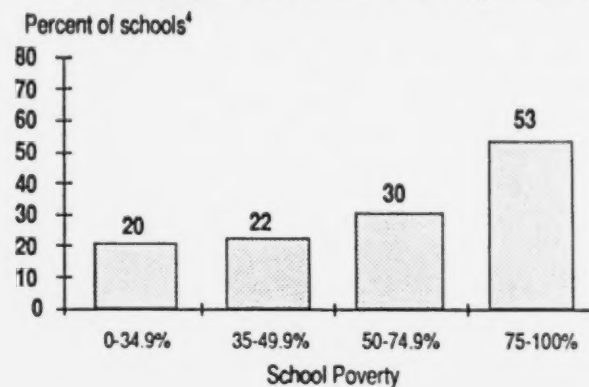
Exhibit 1.12

Percentage of Elementary Chapter 1 School In Which Family-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²

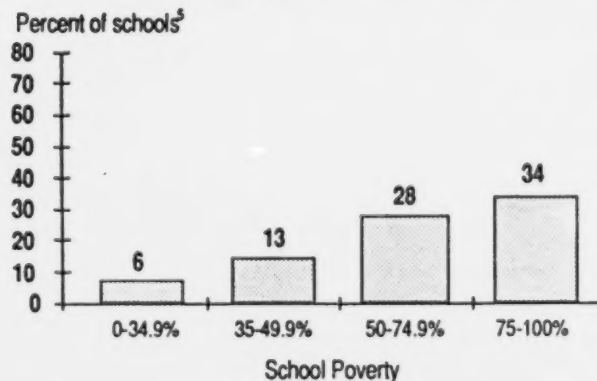
Lack of Parental Supervision³



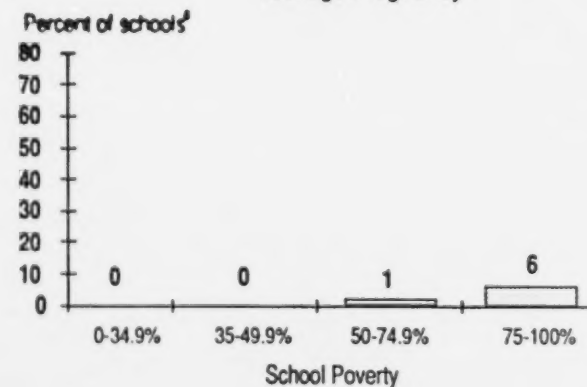
Inadequate Nutrition or Rest Among Students⁴



Substance Abuse by Students or Family Members⁵



Teenage Pregnancy⁶



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of elementary Chapter 1 schools are found in each poverty category.

³ The weighted base N is 36,096, with an item nonresponse rate of 8 percent.

⁵ The weighted base N is 36,860, with an item nonresponse rate of 6 percent.

^{*} A t test between highest- and lowest-poverty schools is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

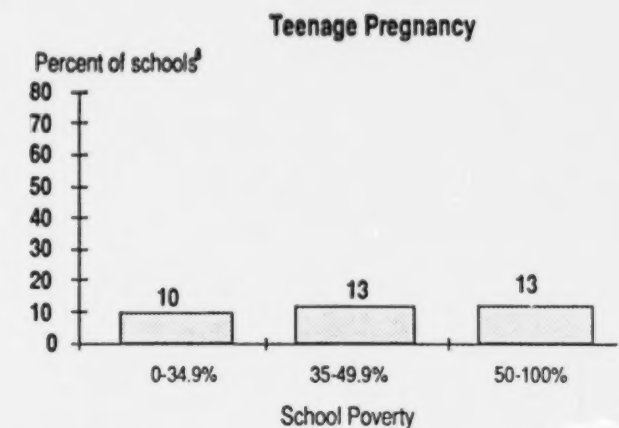
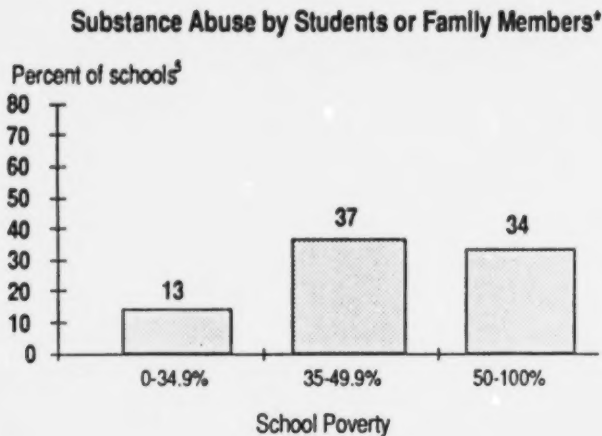
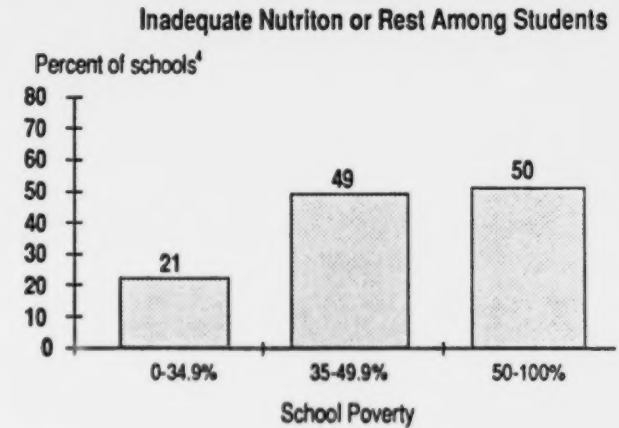
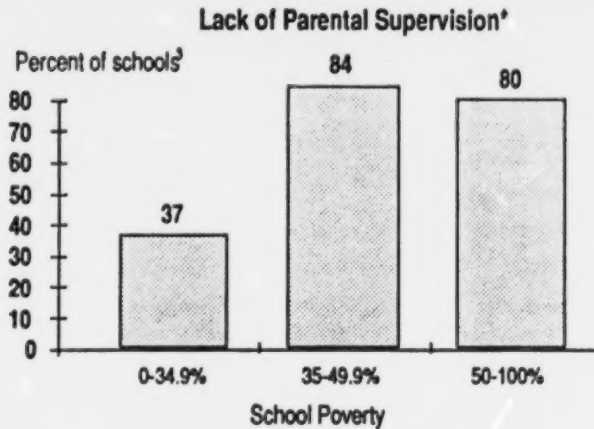
⁴ The weighted base N is 36,866, with an item nonresponse rate of 6 percent.

⁶ The weighted base N is 36,592, with an item nonresponse rate of 7 percent.

^{**} A t test between highest- and lowest-poverty schools is significant at the .001 level.

Exhibit 1.13

Percentage of Middle and Secondary Chapter 1 Schools in Which Family-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary schools, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,709, with an item nonresponse rate of 9 percent.

⁴ The weighted base N is 9,692, with an item nonresponse rate of 9 percent.

⁵ The weighted base N is 9,652, with an item nonresponse rate of 9 percent.

⁶ The weighted base N is 9,664, with an item nonresponse rate of 9 percent.

^{*} A t-test between highest- and lowest-poverty schools is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Changes over Time in Principals' Rankings of Student Problems

It is difficult to assess changes over time in the magnitude of student problems in Chapter 1 schools because the earlier National Assessment used a different measure.² It also reported on only four items at the elementary-school level, whereas this study reported on 12 items. There do appear to be some changes between 1985-86 and 1991-92 in three of the four common items when all responses except "no problem" are combined. They are:

- increased displays of disrespect for teachers in Chapter 1 elementary schools;
- increased vandalism and theft in medium- and high-poverty elementary schools; and
- more physical fighting among students in high-poverty elementary schools.

There was no change in student tardiness or class cutting in Chapter 1 elementary schools.

TEACHERS' VIEWS ON SCHOOL CLIMATE

The quality of the instruction delivered to students (and their subsequent educational attainment) could well be related to the spirit of cooperation and enthusiasm among teachers, the support teachers feel they receive from the school administration, and teachers' attitudes toward and expectations of students.

The vast majority of classroom teachers and Chapter 1 teachers either "agreed" or "strongly agreed" with survey items that characterized a positive school climate, and these views were independent of the poverty of the school. There were, however, interesting differences by school poverty among teachers who strongly agree with selected items. Furthermore, fewer teachers in the highest-poverty schools (at least 75 percent poverty) strongly agreed with the items pointing to a positive school climate than teachers in the lowest-poverty schools (less than 35 percent poverty).

Teacher Spirit and Cooperation

Across all schools, generally speaking, regular elementary teachers and Chapter 1 teachers viewed the spirit and cooperation among teachers in a positive light. Ninety percent of teachers, regardless of school poverty level, agreed or strongly agreed with such statements as "there is a great deal of cooperative effort among staff members" or "teachers in this school are continually learning and seeking

² The 1985-86 National Assessment used the categories "serious problem," "somewhat of a problem," and "not at all a problem." The 1991-92 Principal Survey used the categories "serious problem," "moderate problem," "minor problem," and "not a problem."

new ideas." The two exceptions were in the highest-poverty schools (at least 75 percent poverty), where the proportion of teachers agreeing dropped to 80 percent on "staff members maintain high standards" and "rules for student behavior are consistently enforced."

A larger proportion of classroom teachers in the lowest-poverty elementary schools (less than 35 percent poor) than in the highest-poverty schools (at least 75 percent poor) were likely to agree strongly with the item "staff members maintain high standards" (Exhibit 1.14). Seventy-five percent of classroom teachers in the least-poor elementary schools strongly agreed, compared with 53 percent of those in the highest-poverty schools.

Chapter 1 teachers in the lowest-poverty schools were more likely than those in the highest-poverty schools to note that rules for student behavior are consistently enforced (53 percent compared with 29 percent). While no significant differences by school poverty were found on other items related to teacher spirit and cooperation, the direction of the findings is in support of greater spirit and cooperation in low-poverty schools than in high-poverty schools.

Classroom teachers in middle and secondary Chapter 1 schools are less likely than their counterparts in elementary schools to agree strongly with statements about teacher spirit and cooperation (Exhibit 1.15). For example, whereas 75 percent of elementary teachers strongly agreed that staff members maintain high standards, only 44 percent of middle and secondary teachers did so.

Classroom teachers in the lowest-poverty middle and secondary schools were more likely to agree strongly that teachers in their schools were continually learning and seeking new ideas than were teachers in the highest-poverty schools (at least 50 percent poor) (49 percent compared with 26 percent).

Support from School Administration

Over 90 percent of classroom teachers and Chapter 1 teachers in elementary schools either agreed or strongly agreed that the principal enforces school rules and that the school administration knows the problems staff face. Also, at least three-quarters of all classroom teachers at each level of school poverty agreed with the statements. At least four-fifths of all elementary classroom teachers also agreed that routine duties and paperwork interfere with their teaching, but fewer Chapter 1 teachers did so than classroom teachers.

Variations among schools at different poverty levels appear on one item when we consider the proportion of teachers who "strongly agree" with a given statement (Exhibit 1.14). More teachers in low-poverty than in high-poverty elementary schools strongly agreed that principals enforce school rules for student conduct and back up teachers when they need it. The views of Chapter 1 teachers are unrelated to school poverty.

Exhibit 1.14

Percentage of Elementary Classroom and Chapter 1 Teachers
Who Strongly Agree¹ with Statements About School Climate

Statement	Teachers (Percent)			
	Lowest-Poverty Schools ²		Highest-Poverty Schools	
	Classroom Teacher	Chapter 1 Teacher ³	Classroom Teacher	Chapter 1 Teacher
Teacher Spirit and Cooperation				
Staff members maintain high standards	75%*	60%	53%*	34%
I usually look forward to each working day at this school	69	74	60	66
There is a great deal of cooperative effort among staff members	62	60	46	39
Teachers in this school are continually learning and seeking new ideas	60	50	42	44
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	51	53**	46	29**
Support from School Administration				
My principal enforces school rules for student conduct and backs me up when I need it	78*	70	56*	62
The school's administration knows the problems faced by staff	45	38	35	45
Routine duties and paper work interfere with my job of teaching	35	12	30	15
Teachers' Attitudes toward Students				
The attitude and habits my students bring to my class greatly reduce their chances for academic success	10*	10	35*	14
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	5	4	21	3
Many of the students I teach are not capable of learning the material I am supposed to teach them	5	4	11	0

¹ The other response categories were "agree," "disagree," and "strongly disagree."

² Lowest poverty is less than 35 percent while highest poverty is at least 75 percent of students eligible for free or reduced-price lunches. The nonresponse rate is 6 percent. For the lowest-poverty schools the weighted base N is 32,716, with an item nonresponse rate of 0 percent. For the highest-poverty schools the weighted base N ranges from 84,880 to 85,482, with an item nonresponse rate of about 1 percent.

³ The average weighted base N is 58,178, with an item nonresponse rate of 3 percent.

* Differences between classroom teachers in the highest- and lowest-poverty schools are significant at the .01 level. Because items were part of a string, the significance level of .01 rather than .05 is used.

** Differences between Chapter 1 teachers in the highest- and lowest-poverty schools is significant at the .01 level.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Exhibit 1.15

Percentage of Middle and Secondary Classroom and Chapter 1 Teachers Who Strongly Agree¹ with Statements About School Climate

Statement	Teachers ¹ (Percent)			
	Classroom Teachers ²		Chapter 1 Teachers	
	Lowest- Poverty Schools	Highest- Poverty Schools	Lowest- Poverty Schools	Highest- Poverty Schools
Teacher Spirit and Cooperation				
I usually look forward to each working day at this school	55%	46%	37%	49%
Teachers in this school are continually learning and seeking new ideas	49*	26*	22	38
Staff members maintain high standards	44	25	30	41
There is a great deal of cooperative effort among staff members	37	17	32	17
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	26	23	24	21
Support from School Administration				
My principal enforces school rules for student conduct and backs me up when I need it	48	50	39+	67+
The school's administration knows the problems faced by staff	36	26	20	47
Routine duties and paper work interfere with my job of teaching	30	27	10+	38+
Teachers' Attitudes toward Students				
The attitude and habits my students bring to my class greatly reduce their chances for academic success	26	48	61	46
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	5**	39**	29	32
Many of the students I teach are not capable of learning the material I am supposed to teach them	1*	22*	2	11

¹ The other response categories were "agree," "disagree," and "strongly disagree."

² This item was answered only by respondents to the mail survey. For middle and secondary teachers, the weighted base N is 166,439, with an item nonresponse rate of 4 percent. For Chapter 1 teachers, the weighted base N varies with item. The average is 17,423, with an item nonresponse rate of 1 percent.

³ Lowest poverty is less than 35 percent while highest poverty is at least 50 percent of students eligible for free or reduced-price lunches.

* A t-test between the lowest- and highest-poverty schools is significant at the .01 level.

** A t-test between the lowest- and highest-poverty schools is significant at the .001 level.

+ A t-test between the lowest- and highest-poverty schools is significant at the .01 level.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Classroom teachers in middle and secondary schools held similar views on administrative support as did their colleagues in elementary schools, although their views did not vary between high- and low-poverty schools (Exhibit 1.15).

Chapter 1 teachers in low- and high-poverty middle and secondary schools, on the other hand, do hold significantly different views. Chapter 1 teachers in the highest-poverty schools (at least 50 percent poverty) were more likely than those in the lowest-poverty schools to agree strongly that the principal enforces school rules for student conduct (67 percent compared with 39 percent); by contrast, the same teachers were also more likely to agree strongly that routine duties and paperwork interferes with their job of teaching (38 percent compared with 10 percent).

Teachers' Attitudes toward Students

Teachers were asked three questions, all phrased negatively, about students' attitudes and behavior and teachers' judgments of students' capabilities. A sizable proportion of elementary teachers either agreed or strongly agreed that their students bring attitudes and habits to class that greatly reduce their chances of academic success. Teachers in the highest-poverty schools were more likely to support those views than teachers in low-poverty schools. Some 77 percent of teachers in the highest-poverty schools and 43 percent in the lowest-poverty schools either agreed or strongly agreed; those that strongly agreed came to 35 percent and 10 percent, respectively. Half of the Chapter 1 teachers in both high- and low-poverty schools either agreed or strongly agreed. In low-poverty schools, classroom teachers and Chapter 1 teachers held similar views. In high-poverty schools, on the other hand, far fewer Chapter 1 teachers than regular teachers agreed that students' attitudes and habits reduce their chances for academic success (50 percent compared with 77 percent).

Whether student misbehavior interferes with teaching was not seen as an issue by many teachers in the lowest-poverty schools; only 36 percent of the respondents agreed or strongly agreed that it did. However, among higher-poverty schools a majority of classroom teachers (56 percent) agreed. Student misbehavior was not seen as an issue by Chapter 1 teachers in elementary schools. Only 20 percent agreed or strongly agreed with the item; very few strongly agreed (no more than 5 percent in any school-poverty category), and their views were not correlated with the poverty of the school.

As with students' attitudes and habits, classroom and Chapter 1 teachers in high-poverty schools do not see eye to eye on student misbehavior. Far fewer Chapter 1 teachers than classroom teachers in high-poverty elementary schools agree that the level of student misbehavior in the school interferes with their teaching (19 percent compared with 56 percent).

At each poverty level, no more than 30 percent of elementary teachers agreed with the statement that many students are not capable of learning the material they are supposed to learn. Very few teachers strongly agreed with the statement (12 percent in the highest-poverty schools and 3 percent in the lowest-poverty schools). Similarly, only 4 percent of Chapter 1 teachers in the lowest-poverty schools strongly agreed with the statement that many students are not capable of learning the material, and none in the highest-poverty schools did so.

Classroom teachers in middle and secondary schools have similar attitudes toward students as their elementary school colleagues. Teachers' attitudes are also related to the poverty of the schools in which they teach. In the high-poverty middle and secondary schools (at least 50 percent poverty), 39 percent of teachers strongly agreed that the level of student misbehavior interferes with teaching; only 5 percent of teachers in the low-poverty schools did so. Furthermore, teachers' judgments of students' capabilities are related to school poverty. Some 22 percent of teachers in the high-poverty schools strongly agreed that many students are not capable of learning the material, compared with 1 percent of teachers in low-poverty schools.

By contrast, there are not significant differences among Chapter 1 teachers in low- and high-poverty schools. Chapter 1 teachers in low-poverty schools, however, are more likely than their classroom counterparts to agree strongly that students' attitudes reduce their chances for academic success.

The next chapter examines Chapter 1 program designs and how they have changed since the Hawkins-Stafford Amendments.

CHAPTER TWO

CHAPTER 1 PROGRAM OPERATIONS

OVERVIEW

This chapter explores the extent to which schools have undertaken some of the changes in Chapter 1 programs recommended by the Hawkins-Stafford Amendments. For example, the regulations for the Hawkins-Stafford Amendments of 1988 urged districts and schools to explore a greater variety of program designs for delivering Chapter 1 services. They also encouraged an expansion in schoolwide projects, which allow the use of Chapter 1 funds to help improve the entire instructional program in very-high-poverty schools.

Chapter 1 program designs and changes in design, along with principals' views on why programs were changed, are among the topics addressed in this chapter. Key findings from the national surveys of Chapter 1 schools are summarized below.

- Limited pullout programs and in-class instruction are the most popular Chapter 1 programs in schools.¹ The proportion of schools offering in-class instruction has increased substantially since 1985-86, as has the proportion offering computer-assisted instruction. Limited pullout programs are more likely to be found in low-poverty schools than in high-poverty schools, while high-poverty schools are more likely to have in-class instruction and computer-assisted instruction.
- More schools are offering more Chapter 1 program designs and instruction on more subjects than in 1985-86. In 1991-92, over 80 percent of elementary schools and 58 percent of middle and secondary schools offered at least two programs. Seventy percent of elementary schools and 63 percent of middle and secondary schools reported that they had changed their Chapter 1 program between 1988-89 and 1991-92.
- Chapter 1 reading is offered in virtually all schools, while high-poverty schools are more likely than low-poverty schools to offer math, language arts, and English-as-a-second language.
- Many schools changed their Chapter 1 program to accommodate more children. Almost two-thirds (63 percent) of Chapter 1 elementary school principals

¹ A limited pullout program provides Chapter 1 instruction in a different setting or at a different time than would be the case if the children were not participating in Chapter 1. Services do not exceed 25 percent of the time that a child would, in the absence of Chapter 1 funds, receive instruction in that subject matter. An in-class program provides instruction in the same setting and at the same time that children would have received instruction were they not participating in Chapter 1.

reported that they were serving more children in 1991-92 than in 1988-89, while 19 percent reported serving fewer students. A similar pattern was found in middle and secondary schools: 65 percent of the principals reported serving more children in 1991-92, while 26 percent reported serving fewer.

- In almost all schools that offer services, students with limited English proficiency can receive Chapter 1 instruction (94 percent of schools with such students), and Chapter 1 students can receive state or district compensatory education (90 percent of schools). In a majority of schools (56 percent), special education students can receive Chapter 1 services.
- Principals in 13 percent of Chapter 1 elementary schools and 5 percent of middle and secondary schools say that their Chapter 1 resources have declined as a result of improved student performance during the past five years.
- Were principals free to redesign Chapter 1 programs from scratch, most principals in both the highest- and lowest-poverty schools reported they would make a major investment in hiring teachers to provide instruction to low achievers and in hiring classroom teachers to reduce class size overall (an option currently available only for schoolwide projects). Principals in the highest-poverty schools, however, were much more likely than their counterparts in the lowest-poverty schools to make major investments in providing staff development, hiring social workers or parent liaisons to work with families, providing preschool for four-year-olds, and purchasing instructional equipment other than computers.
- Chapter 1 schoolwide projects have grown rapidly under the Hawkins-Stafford Amendments to an estimated 2,000 schools. About 9,000 schools are eligible for schoolwide projects; just under half reported they were not aware of the option.
- Were the eligibility requirement for schoolwide projects lowered to less than 75 percent of students in poverty, the number of eligible Chapter 1 schools would rise dramatically. At 60 percent poverty, up to 35 percent of all Chapter 1 schools would become eligible; at 50 percent poverty, up to 46 percent of all schools (and half of the elementary schools) would be eligible.

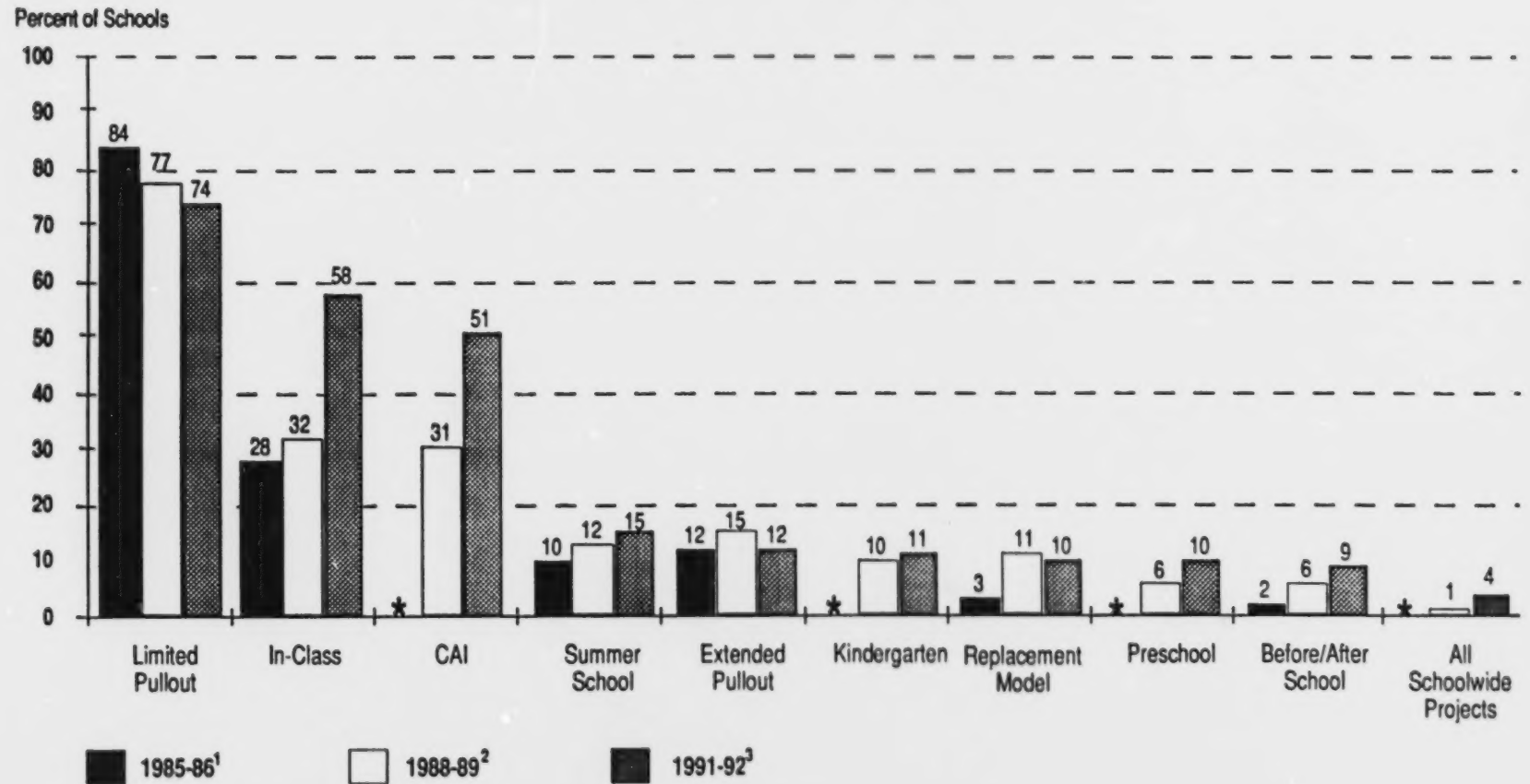
CHAPTER 1 PROGRAM DESIGN

Chapter 1 instruction may encompass a variety of designs, provided the design meets the requirement that Chapter 1 funds supplement but not supplant funds from non-federal sources. Traditionally, the most common program in operation has been the limited pullout program.

In 1991-92, most Chapter 1 schools continued to offer the limited pullout program, and many provided in-class instruction: 74 percent and 58 percent respectively. Just over 50 percent of Chapter 1 schools reported offering computer-assisted instruction. Between 10 and 16 percent of schools offered such other options as replacement, extended pullout, and summer programs (Exhibit 2.1).

Exhibit 2.1

Chapter 1 Program Design In Elementary Schools



* Not Available.

¹ Chapter 1 Reading Only.

² The weighted base N is 36,760, with an item nonresponse rate of 5 percent. Four percent of the Chapter 1 schools in the survey did not offer Chapter 1 in 1988-89.

³ The weighted base N is 39,251, with an item nonresponse rate of less than 1 percent.

Source: for the 1985-86 year, Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86;
for the years 1988-89 and 1991-92: Principal Survey of Chapter Implementation, 1991-92.

Limited pullout programs are more frequently found in the low-poverty than the high-poverty schools (68 percent and 49 percent, respectively). The highest-poverty schools, on the other hand, are more likely than low-poverty schools to offer Chapter 1 through in-class instruction (68 percent and 49 percent, respectively), computer-assisted instruction (67 percent and 40 percent, respectively), summer programs (28 percent and 11 percent, respectively), pre-school (21 percent and 8 percent, respectively), and kindergarten (19 percent and 7 percent, respectively).

From 1985-86 to 1991-92, certain programs became much more popular. The number of Chapter 1 elementary schools with in-class programs, for example, rose from 28 percent in 1985-86 to 58 percent in 1991-92. Computer-assisted instruction is also on the rise, from 31 percent of schools in 1988-89 to 51 percent in 1991-92. The only program to lose popularity was the limited pullout, which dropped from 84 percent to 74 percent of elementary schools.

Most Chapter 1 schools offer several programs for Chapter 1 (Exhibit 2.2). In 1991-92, 82 percent of elementary schools provided more than one program. Only 18 percent offered one design, 33 percent offered two, 31 percent offered three, and 18 percent offered four or more. The highest-poverty schools are more likely than the lowest-poverty schools to offer four or more program designs (37 percent compared with 8 percent). Middle and secondary Chapter 1 schools were less likely to offer multiple programs, although 58 percent did so in 1991-92.

The proportion of Chapter 1 schools offering more than one program has increased considerably since 1988-89. In that year, 40 percent of the elementary schools and 52 percent of the middle and secondary schools offered only one program, and most of those that offered more than one had two programs.

CHAPTER 1 INSTRUCTIONAL AREAS

Virtually all Chapter 1 schools provide supplemental reading instruction; a majority of them offer supplemental mathematics instruction as well. As shown in Exhibit 2.3, 97 percent of the Chapter 1 elementary schools and 94 percent of the middle and secondary schools offer reading. Mathematics is offered in 69 percent of both elementary schools and middle and secondary schools.

In 1991-92, the highest-poverty elementary schools were more likely than the lowest-poverty schools to offer Chapter 1 mathematics (77 percent and 60 percent, respectively), language arts (50 percent and 36 percent, respectively), and English-as-a-Second-Language (20 percent and 9 percent, respectively). Chapter 1 reading was offered in virtually all schools.

From 1985-86 to 1991-92, the percentage of schools offering Chapter 1 subjects grew (National Assessment of Chapter 1, 1987, p. 60). At the elementary level, the percentage of those offering

Exhibit 2.2

Percentage of Schools Offering Multiple Chapter 1 Programs, 1988-89 and 1991-92

Number of Chapter 1 Designs in School	Schools (Percent)			
	Elementary		Middle/Secondary	
	1988-89 ¹	1991-92 ²	1988-89 ³	1991-92 ⁴
One	40%	18%	52%	42%
Two	30	33	31	28
Three	19	31	9	14
Four or more	11	18	8	16
Total	100%	100%	100%	100%

¹ The weighted base N is 36,015, with an item nonresponse rate of 7 percent. Four percent of Chapter 1 schools did not offer Chapter 1 in 1988-89.

² The weighted base N is 39,251, with an item nonresponse rate of 0 percent.

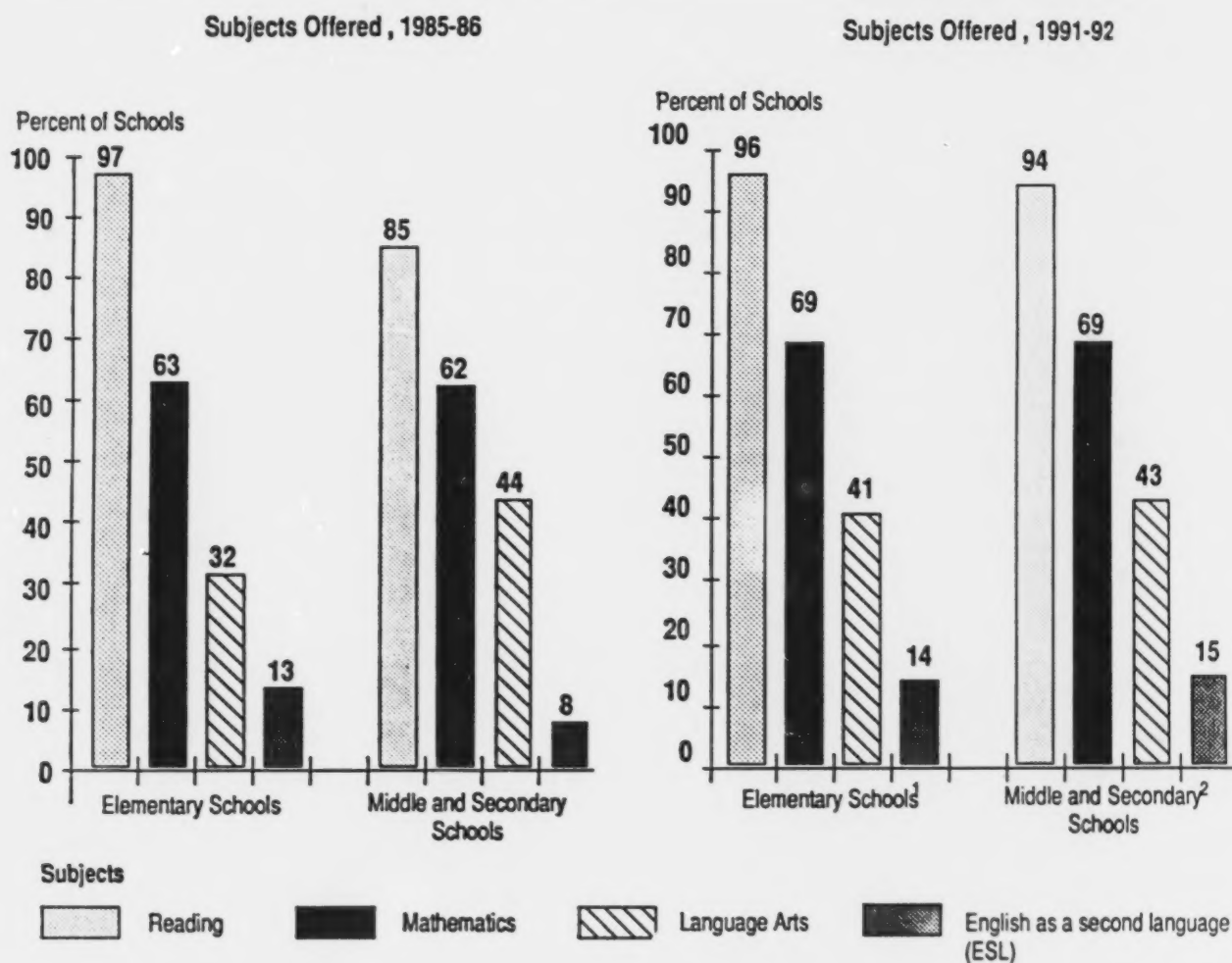
³ The weighted base N is 9,597, with an item nonresponse rate of 7 percent.

⁴ The weighted base N is 10,584, with an item nonresponse rate of 1 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 2.3

Subjects Offered as Part of Chapter 1 Services, 1985-86 and 1991-92



¹ The weighted base N is 39,107, with an item nonresponse rate of 1 percent.

² The weighted base N is 10,600, with an item nonresponse rate of 1 percent.

Figure reads: In 1985-86, of all Chapter 1 elementary schools, 97 percent offered reading and 63 percent offered mathematics.

Source: Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86, and the Principal Survey of Chapter 1 Implementation, 1991-92.

Chapter 1 mathematics rose from 62 to 70, and the percentage offering language arts rose from 32 to 41. The percentage of schools offering Chapter 1 reading and Chapter 1 English-as-a-Second-Language (ESL) did not change.

By way of contrast, more middle and secondary schools are offering Chapter 1 subjects in all areas except language arts (decreasing slightly from 44 percent to 43 percent). The proportion of middle and secondary schools offering reading jumped from 85 percent to 94 percent; the proportion offering mathematics showed a similar increase, from 62 percent to 69 percent. The percentage of middle and secondary schools offering Chapter 1 ESL almost doubled, from 8 percent to 15 percent.

In 1991-92, most Chapter 1 elementary schools offered several subjects in Chapter 1; only 21 percent offered reading only, and none offered only math (Exhibit 2.4). Seventy-one percent of Chapter 1 elementary schools offered two or three subjects, and an additional 8 percent offered all four subjects. The lowest-poverty schools were more likely than the highest-poverty schools to offer only reading (23 percent and 7 percent, respectively); the highest-poverty schools were more likely to offer all four subjects (13 percent and 5 percent, respectively). A virtually identical picture emerges for the middle and secondary school grades.

Between 1985-86 and 1991-92, the proportion of Chapter 1 schools offering combinations of subjects rather than individual subjects grew. At the elementary level, for example, the proportion of schools offering reading alone dropped from 27 percent to 20 percent, with a corresponding rise in schools offering several subjects. At the middle and secondary level, the proportion of schools offering mathematics alone dropped from 12 percent to 2 percent.

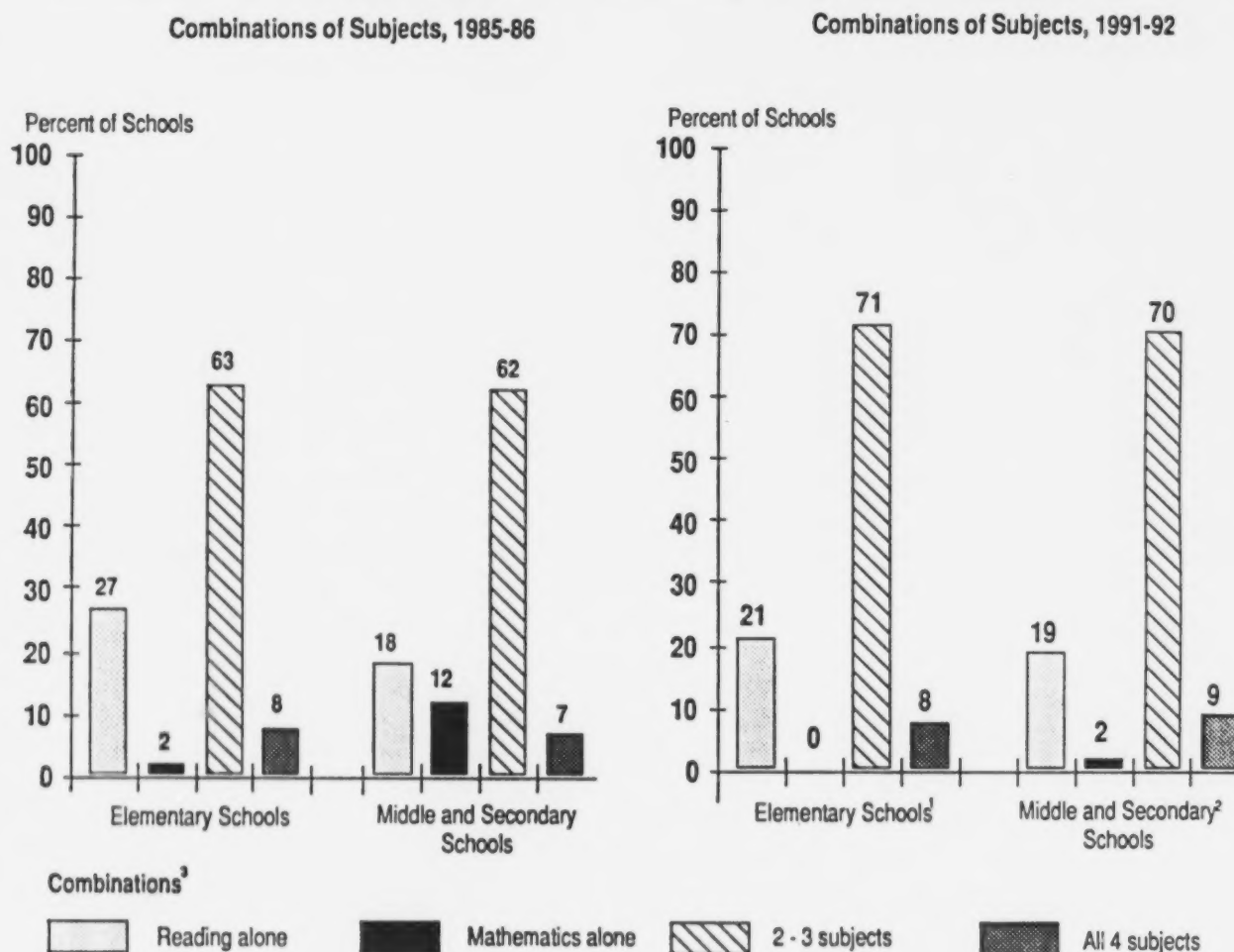
REASONS FOR CHANGES IN CHAPTER 1 PROGRAMS

Some 70 percent of Chapter 1 elementary schools and 63 percent of middle and secondary schools changed their Chapter 1 programs between 1988-89 and 1991-92. Principals of Chapter 1 schools reported a number of reasons for these changes -- virtually identical reasons across elementary and middle and secondary schools. By far the most often cited reason was the wish to tie instruction more closely to regular classroom instruction (76 percent of principals). (See Exhibit 2.5.) Next came the wish to extend Chapter 1 services to more students, and the availability of increased Chapter 1 funds -- both mentioned by just about half of the principals. The desire to serve more students may also be connected with increased appropriations for Chapter 1.

In elementary schools, a fourth reason for change was wanting more Chapter 1 services delivered by certified professionals (40 percent of principals, compared to 21 percent who preferred services

Exhibit 2.4

Combinations of Chapter 1 Subjects Offered, 1985-86 and 1991-92



¹ The weighted base N is 38,044 with an item nonresponse rate of 3 percent.

² The weighted base N is 10,453 with an item nonresponse rate of 2 percent.

³ The four subjects are reading, mathematics, language arts, and English-as-a-Second-Language (ESL).

Figure reads: In 1985-86, 27 percent of Chapter 1 elementary schools offered reading alone, but in 1991-92 that percent had dropped to 21 percent of Chapter 1 elementary schools.

Source: Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86, and the Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 2.5

Reasons for Changing Chapter 1 Programs, as Reported by Principals

Reason	Principals (Percent)	
	Elementary Schools ¹	Middle/Secondary Schools ²
Wanted Chapter 1 students to have instruction more closely tied with regular classroom instruction	76%	76%
Wanted to extend Chapter 1 services to more students	50	47
Increase in Chapter 1 allocation	45	48
Wanted more Chapter 1 services delivered by certified professionals	40	37
Wanted Chapter 1 students to have more instruction time	37	35
Wanted Chapter 1 students to have focused instruction without distractions	36	47
Wanted Chapter 1 to operate in more grades	34	11
Less space available within the school building	25	10
Wanted to add a computer laboratory	25	36
Wanted more Chapter 1 services delivered by aides	21	15

Reasons listed above are limited to items checked by at least 20 percent of the principals.

¹ The weighted base N is 18,011, with an item nonresponse rate of 2 percent.

² The weighted base N is 3,690, with an item nonresponse rate of 2 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

delivered by aides). The fourth-ranked item among principals of middle and secondary schools was wanting Chapter 1 students to have focused instruction without distractions (47 percent of principals).

For the most part, schools have not experienced a reduction in Chapter 1 resources because of improved student performance (Exhibit 2.6). Thirteen percent of elementary school principals reported that their schools had experienced losses, compared with 5 percent of principals of middle and secondary schools. We should note that a sizable proportion of principals (12 percent of elementary principals and 17 percent of middle and secondary school principals) did not know whether their Chapter 1 resources had declined.

School policies do not appear to limit access to Chapter 1 services for such populations as Limited-English-Proficiency (LEP) students or students eligible for state or district compensatory education programs (Exhibit 2.7). For example, in schools with LEP students, 94 percent of principals responded that such students could receive Chapter 1 services. In more than 40 percent of elementary schools, however, school policies preclude special education students from receiving Chapter 1 services, according to principals.

CREATING CHAPTER 1 PROGRAMS "FROM SCRATCH"

Principals' preferences for Chapter 1 program elements are reflected in how they would invest funds if given the opportunity to create a Chapter 1 program "from scratch."

Hiring teachers to provide instruction to low achievers and hiring classroom teachers to reduce class size topped the list as the first or second most frequently cited "major investments" by school principals, regardless of school poverty or grade level. (See Exhibit 2.8.) Providing staff development and purchasing computers and software were the third- and fourth-ranked items. Under the Hawkins-Stafford Amendments, hiring classroom teachers to reduce class size is allowable only in schoolwide projects, where at least 75 percent of students in the school receive free or reduced-price lunch.

Principals of high-poverty elementary schools (at least 75 percent poverty) were more likely than those of low-poverty schools to report that they would make major investments for some program elements. For example, principals in high-poverty schools were much more likely than principals in low-poverty schools to make major investments in staff development (52 percent compared with 22 percent), preschool for four-year-olds (41 percent compared with 22 percent), hiring social workers or parent liaisons (41 percent compared with 20 percent), and purchasing instructional equipment and material other than computers (36 percent compared with 10 percent). Similarly, principals of high-poverty middle and secondary schools were more likely than their counterparts in low-poverty schools to make a major investment in providing staff development and purchasing computers and software.

Exhibit 2.6

Chapter 1 Resources Related to Student Performance

At any time over the past five years, has this school experienced a decrease in Chapter 1 resources because of improved student performance?

Response	Schools (Percent)	
	Elementary ¹	Middle/Secondary ²
Yes	13%	5%
No	71	76
Chapter 1 resources declined, but I am not sure of the reason	4	2
Don't know whether Chapter 1 resources have declined	12	17
Total	100%	100%

¹ The weighted base N is 37,972, with an item nonresponse rate of 3 percent.

² The weighted base N is 10,345, with an item nonresponse rate of 3 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 2.7

Elementary School Policies Toward Chapter 1 and Other Supplemental Services

School Policy	Principals Reporting (Percent)		
	Yes	No	Not Applicable
Special education students can receive Chapter 1 services ¹	54%	42%	4%
Students with limited English proficiency can receive Chapter 1 services ²	67	4	29
Chapter 1 students can receive state or district compensatory education ³	61	10	29

¹ The weighted base N is 38,679 Chapter 1 schools, with an item nonresponse rate of 2 percent.

² The weighted base N is 36,732, with an item nonresponse rate of 7 percent.

³ The weighted base N is 34,939, with an item nonresponse rate of 11 percent.

Figure reads: Fifty-four percent of elementary school principals responded that special education students can receive Chapter 1 services, while 42 percent of principals said they could not. The remaining 4 percent said the item did not apply.

When only those schools offering programs are considered, only 6 percent of principals report that LEP students cannot receive Chapter 1, and only 14 percent reported that Chapter 1 students cannot receive state or district compensatory education.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 2.8

Principals' Preferences for "Major Investment"¹ in Chapter 1 Program Elements, by School Poverty²

Program Elements	Principals (Percent)			
	Elementary ³		Middle/Secondary ⁴	
	High-Poverty	Low-Poverty	High-Poverty	Low-Poverty
Hiring teachers to provide instruction to low achievers	61%	45%	65%	48%
Hiring classroom teachers to reduce class size overall	59	54	57	47
Providing staff development	52*	22*	44**	24**
Purchasing computers and software	44	25	47*	20*
Providing or expanding preschool for four-year olds	41**	22**	16	12
Hiring social workers or parent liaisons to work with families	41**	20**	41	20
Purchasing instructional equipment and materials other than computers	36*	10*	31	10
Hiring instructional aides	36	19	27	21
Providing or expanding extended-day kindergarten	33	19	11	10
Hiring counselors or psychologists	27	19	31	12

¹ The other response categories were "no investment," "a minor investment," and "a moderate investment."

² High-poverty elementary schools are those with at least 75 percent of students eligible for free or reduced-price lunches, and low-poverty schools are those where less than 35 percent of students are eligible for free or reduced-price lunches. High-poverty middle and secondary schools are those with at least 50 percent poverty, while low-poverty schools have at least 35 percent poverty. The nonresponse rate for both elementary and middle/secondary schools is 5 percent.

³ The weighted base N for the first column is 7,653, with an item nonresponse rate of 3 percent. For the second column the weighted base N is 11,554, with an item nonresponse rate of 3 percent.

⁴ The weighted base N for the third column is 3,136, with an item nonresponse rate of 7 percent. For the fourth column the weighted base N is 4,679, with an item nonresponse rate of 1 percent.

* A t-test between highest- and lowest-poverty schools is significant at the .001 level.

** A t-test between highest- and lowest-poverty schools is significant at the .01 level

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

CHAPTER 1 SCHOOLWIDE PROJECTS

A major goal of the Hawkins-Stafford Amendments was to encourage high-poverty schools (at least 75 percent of students receiving free or reduced-price lunch) to operate schoolwide projects. This would make it possible to use Chapter 1 funds across the entire school program rather than restrict them to supplemental activities for targeted students. In 1991-92, about 2,000 schools operated schoolwide projects, a fourfold increase over 1988-89.

To determine eligibility for schoolwide projects, principals were asked what percentage of students were eligible -- though not necessarily receiving -- free or reduced-price lunch. In more than 9,000 schools at least 75 percent of students were eligible. Most of these schools are located in inner cities (53 percent), and another 20 percent in urban fringe/suburban areas. The remainder are evenly divided between small towns (13 percent) and rural areas (14 percent).

Principals in about 45 percent of Chapter 1 elementary schools and 49 percent of Chapter 1 middle and secondary schools potentially eligible to operate schoolwide projects said that they were not familiar with that option. About one-third of the elementary school principals who were familiar with it reported that they are currently operating schoolwide projects. Most of those who know about but are not yet operating schoolwide projects said that they were still considering the option (57 percent), and over one-third (38 percent) said they preferred to continue with targeted Chapter 1 services. A very small proportion (7 percent) reported that district staff discouraged the schoolwide-project option, and 6 percent found the planning requirements cumbersome. Only 3 percent noted that they did not like the accountability requirements.

If the eligibility requirement for schoolwide projects were lowered to less than 75 percent of students in poverty, the number of eligible schools would rise dramatically. If the criterion were 60 percent poverty, for example, up to 35 percent of all Chapter 1 schools (over 16,000 schools) would become eligible. About 46 percent of all Chapter 1 schools would become eligible if the cutoff were 50 percent poverty (see Exhibits 2.9 and 2.10).

The next chapter describes the content of the Chapter 1 instructional program, including the intensity and location of instruction and the primary providers.

Exhibit 2.9

**Chapter 1 Schools Eligible to Operate Schoolwide Projects,
Under Various School Poverty Assumptions**

Eligibility Cutoff (School Poverty) ¹	Eligible Chapter 1 Schools (Cumulative Percent)		Eligible Chapter 1 Schools (Cumulative Number)	
	All Schools ²	Elementary Schools ³	All Schools ²	Elementary Schools ³
75%	20%	21%	9,301	7,908
70	24	26	11,303	9,561
65	29	31	13,515	11,475
60	35	38	16,744	14,359
55	40	43	18,870	16,051
50	46	50	21,879	18,526
45	53	57	25,234	21,089
40	60	63	28,322	23,474
35	65	68	30,744	25,378
30	76	79	35,875	29,339

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? For a school to be eligible to operate a schoolwide project, 75 percent of students must receive free or reduced-price lunch or show evidence of poverty by such other criteria as receipt of Aid to Families with Dependent Children (AFDC).

² The weighted base N of all schools is 47,398, with an item nonresponse rate of 5 percent.

³ The weighted base N of elementary schools is 37,304, with an item nonresponse rate of 5 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 2.10

**Proportion of Chapter 1 Schools and Students Eligible for Schoolwide Projects,
Under Various School Poverty Assumptions**

Eligibility Cutoff (School Poverty) ¹	Percent of Eligible Chapter 1 Schools (Cumulative)		Percent of Eligible Chapter 1 Students (Cumulative)	
	All Schools ²	Elementary Schools ³	All Schools ²	Elementary Schools ³
75 %	20 %	21 %	38 %	38 %
70	24	26	44	44
65	29	31	49	49
60	35	38	55	55
55	40	43	58	58
50	46	50	64	65
45	53	57	69	70
40	60	63	74	75
35	65	68	77	78
30	76	79	83	85

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? The proportion of eligible Chapter 1 students is based on the percent of students currently served in Chapter 1 programs in these schools.

² The weighted base N of all schools is 47,398, with an item nonresponse rate of 5 percent.

³ The weighted base N of elementary schools is 37,304, with an item nonresponse rate of 5 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

CHAPTER THREE

CHAPTER 1 INSTRUCTION

OVERVIEW

Chapter 1 instruction supplements classroom instruction with the aim of improving the performance of low-achieving students at an accelerated rate compared to all students. This chapter describes such facets of Chapter 1 instruction as location of services, types of service providers, methods of instruction, and instructional content. It also examines the amount of instruction and what classroom activities are missed while students receive Chapter 1 services. The analyses focus on the elementary grades and draw extensively from the survey of elementary school teachers whose students receive Chapter 1 services. Chapter 1 schoolwide projects are excluded from the analyses because such schools typically do not provide separate Chapter 1 services.

Key findings on Chapter 1 instruction in the elementary grades portray a mixed picture of the nature of Chapter 1 instruction in high- and low-poverty schools.

- High-poverty schools rely on instructional aides more than do low-poverty schools, yet less than 20 percent of elementary Chapter 1 aides have college degrees. In spite of added personnel in the highest-poverty schools, there are still many more students (37) for each full-time-equivalent instructor (aides and/or teachers) in the highest-poverty schools than there are in the lowest-poverty schools (24).
- Significantly more classroom teachers in the lowest-poverty than in the highest-poverty schools report that students in Chapter 1 reading/language arts are in limited pullout programs (96 percent compared with 60 percent). The implication of location of program on program quality in high- and low-poverty schools is that limited pullout programs are more likely to be taught by certified teachers than by aides alone. On the plus side, students in the highest-poverty schools have more time in limited pullout teaching instruction than students in the lowest-poverty schools (a median of 40 minutes daily compared with 32 minutes daily).
- In the highest-poverty schools, in-class instruction in reading/language arts is more likely to be provided by an aide than a certified teacher (44 percent compared with 17 percent). In-class math instruction is also more likely to be given by aides than by teachers in the highest-poverty schools (56 percent compared with 7 percent). In the lowest-poverty schools, on the other hand, certified teachers or aides are equally likely to provide in-class Chapter 1 instruction.

- Classroom teachers reported that reinforcement of concepts taught in the classroom (that is, drill and practice) was a major focus in both Chapter 1 reading/language arts (84 percent of teachers) and Chapter 1 mathematics (97 percent). Less than 30 percent of elementary teachers reported a major focus on the higher-order skills emphasized in the Hawkins-Stafford Amendments.

CHAPTER 1 ELEMENTARY STUDENTS AND TEACHERS

As would be expected given the higher proportion of Chapter 1 students found in higher-poverty schools, more Chapter 1 staff are found in the higher- than lower-poverty schools. The total number of Chapter 1 instructional staff ranges from a median of 2.2 full-time-equivalent (FTE) staff in the lowest-poverty schools (where less than 35 percent of students are eligible for free or reduced-price lunch) to 5.3 FTE staff in the highest-poverty schools (at least 75 percent of students eligible). Over 90 percent of schools across all poverty levels employ Chapter 1 teachers to instruct Chapter 1 students. For schools with Chapter 1 teachers, principals report a median 1.1 FTE for the lowest-poverty schools and 2.5 FTE for the highest-poverty schools.

Most of the highest-poverty Chapter 1 schools employ instructional aides. In fact, the highest-poverty schools are more likely to employ aides than the lowest-poverty schools (85 percent versus 62 percent). The median number of aides in low-poverty schools is .9 FTE and that in high-poverty schools 2.2 FTE.

In spite of this evidence of added personnel in the high-poverty schools, there are still many more students (37) for each FTE instructor (aide or teacher) in the highest-poverty schools than in the lowest-poverty schools (24), because of the greater number of Chapter 1 students in high-poverty schools.¹

The students seen by a Chapter 1 teacher are typically spread across seven classrooms. This finding reflects the median number of Chapter 1 students in elementary classrooms, which is 6 of 24 students for reading/language arts and 5 of 24 students for mathematics. For Chapter 1 reading/language arts, the lowest-poverty schools have a median of 5 students per classroom, compared with 8 students per classroom in the highest-poverty schools.

¹ These are geometric means, rather than the customary average or arithmetic mean. We obtained a geometric mean by transforming the number of students per FTE instructor to a logarithmic scale, taking the average in that scale, and transforming back to the original scale. The result gives a better measure of the typical number of students per full-time instructor, because it does not respond unduly to schools that have very high student/instructor ratios.

WHERE CHAPTER 1 STAFF PROVIDE INSTRUCTION

For both Chapter 1 reading/language arts and mathematics instruction, most elementary classroom teachers report that their students receive Chapter 1 services outside the regular classroom (81 percent and 67 percent respectively). (See Exhibit 3.1.) The pullout instruction is offered primarily by certified teachers working alone. In-class instruction by Chapter 1 staff is conducted less frequently than pullout instruction. It is more often provided by an aide than by a certified teacher (26 percent compared with 13 percent).

The highest- and lowest-poverty schools differ in how and where they provide Chapter 1 services (Exhibit 3.1). The highest-poverty schools are less likely than the lowest-poverty schools to provide instruction outside the classroom, in either reading/language arts or mathematics. The highest-poverty schools are more likely than the lowest-poverty schools to provide Chapter 1 mathematics instruction in the classroom through an instructional aide.

HOW CHAPTER 1 STAFF PROVIDE INSTRUCTION

Most Chapter 1 instruction in elementary schools takes place in small-group settings. Chapter 1 teachers and aides reported that they spend 65 percent and 60 percent, respectively, of their reading/language arts instruction time working with small groups of students. About 25 and 30 percent of that time, respectively, is spent on one-on-one instruction; clerical tasks account for the remainder (Exhibit 3.2). There were no differences in how Chapter 1 staff spent their time in schools of various poverty levels.

Regular classroom teachers noted that Chapter 1 aides in their classrooms spend about equal time in small-group and one-on-one instruction (49 percent and 44 percent, respectively), and the remaining 7 percent on clerical tasks.

AMOUNT OF CHAPTER 1 INSTRUCTION

Estimates of Chapter 1 Instructional Time

The objective of Chapter 1 instruction is to supplement classroom instruction in the subjects in which students are performing poorly. Chapter 1 teachers and aides estimate the median time of instruction in either Chapter 1 reading/language arts or Chapter 1 mathematics as 150 minutes a week (or 30 minutes a day for five days a week). School poverty is not related to the amount of Chapter 1 instructional time in either reading/language arts or mathematics.

Exhibit 3.1

Location of Chapter 1 Instruction, as Reported by Elementary Classroom Teachers with Chapter 1 Students, by Type of Provider

Provider	Elementary Teachers Reporting (Percent)					
	Reading/Language Arts			Mathematics		
	All Schools	Highest-Poverty Schools	Lowest-Poverty Schools	All Schools	Highest-Poverty Schools	Lowest-Poverty Schools
Outside the classroom ¹	81 %	60% **	92% **	67 %	48% *	76% *
A certified teacher ²	(66)	(72)	(63)	(63)	--	--
A certified teacher and aide together	(32)	(29)	(42)	(27)	--	--
An instructional aide	(27)	(10)	(28)	(27)	--	--
Computer-assisted instruction	(22)	(32)	(21)	(20)	--	--
In the classroom						
An instructional aide ³	26	44	17	34	56*	19*
A certified teacher ³	13	17	11	8	7	11

¹ The weighted base N is 255,191, with an item nonresponse of 1 percent for reading/language arts. For mathematics, the weighted base N is 160,816, with an item nonresponse rate of 0 percent.

² The weighted base N for the next four rows is 203,641, with an item nonresponse rate of less than 1 percent for reading/language arts. For mathematics, the weighted base N is 107,715, with an item nonresponse rate of 0 percent. The teachers and aides are those who provide personal instruction, not computer-assisted instruction. Sample sizes are too small to compute distributions by poverty.

³ The weighted base N is 252,677, with an item nonresponse rate of 1 percent for reading/language arts. For mathematics, the weighted base N is 161,203, with an item nonresponse rate of 0 percent.

Total adds to more than 100 percent because some Chapter 1 children in the classroom may receive services in one setting, while others receive services in a different setting or with a different provider.

Figure reads: Eighty-one percent of elementary classroom teachers with Chapter 1 students receiving services in reading/language arts reported that some students receive services outside the classroom. Of these teachers where students receive services outside the classroom, 66 percent of teachers reported that certified teachers provided those services.

77 : A t-test between highest-poverty and lowest-poverty schools on mathematics is significant at the .01 level.

** A t-test between highest-poverty and lowest-poverty schools on reading/language arts instruction is significant at the .001 level.

Source: Classroom Teachers Survey of Chapter 1 Implementation, 1991-92.

Exhibit 3.2

Type of Chapter 1 Services for Elementary Students,
by Time Spent

Type of Service	Chapter 1 Staff Time (Percent)			
	Reading/Language Arts		Mathematics	
	Teachers ¹	Aides ²	Teachers ³	Aides ⁴
Working with students in groups	65%	60%	60%	54%
Working one-on-one with students	25	30	27	36
Doing clerical tasks	7	9	9	8
Other	3	1	3	2
Total	100	100	100	100

¹ The weighted base N is 46,736, with an item nonresponse rate of 5 percent.

² The weighted base N is 65,347, with an item nonresponse rate of 4 percent.

³ The weighted base N is 30,015, with an item nonresponse rate of 22 percent.

⁴ The weighted base N is 50,529, with an item nonresponse rate of 15 percent.

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Elementary classroom teachers with Chapter 1 students in their classes also estimated the time devoted to Chapter 1 reading/language arts instruction outside the classroom. The highest-poverty schools (75 percent or more poverty) report a median of 40 minutes a day; less-poor schools report a median of 32 minutes a day (Exhibit 3.3).

The overall medians are similar to the overall amount of time for Chapter 1 reading instruction reported by classroom teachers in the 1985-86 academic year for the last National Assessment of Chapter 1. At that time, the median number of minutes was 35 minutes a day five days a week for reading and 30 minutes for mathematics (National Assessment of Chapter 1, 1987, p. 68).

Estimates of Classroom Instruction Time

The median time that elementary teachers report spending on reading/language arts in the regular classroom setting is 120 minutes a day overall. There are no significant differences by poverty of school (Exhibit 3.3).

Activities Missed during Chapter 1 Instruction

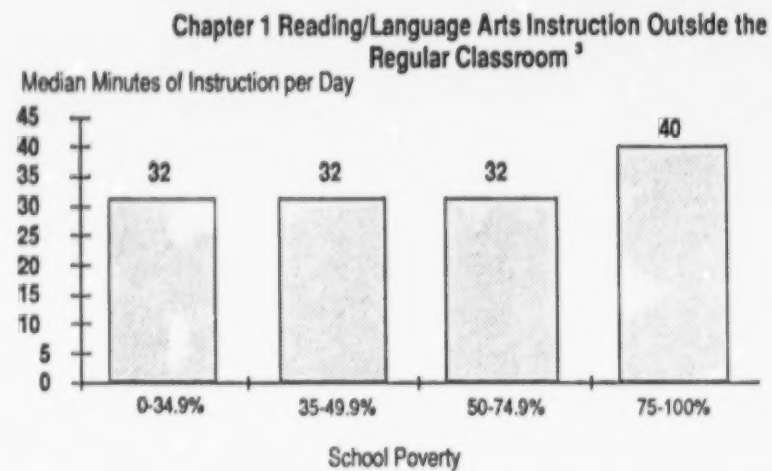
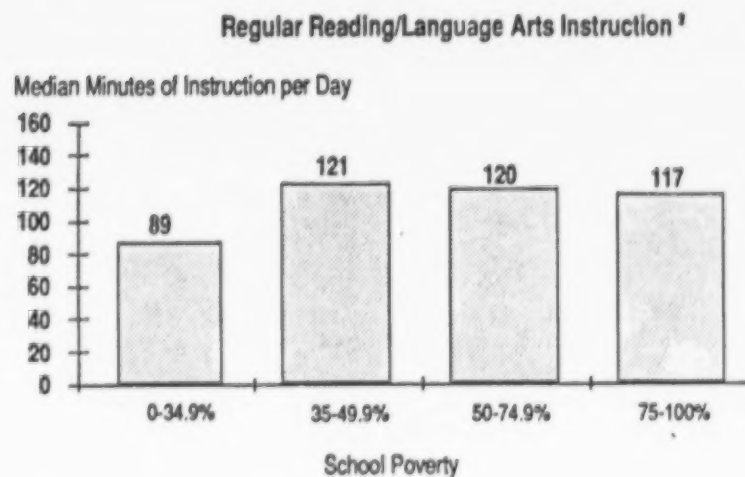
Although Chapter 1 instruction is typically estimated at about half an hour a day five days a week, it does not actually add half an hour to the regular classroom instruction that children receive. Time is spent in transitions from one place or activity to another, and students typically miss classroom instruction while receiving Chapter 1 services. Children are more likely to miss instruction in reading than in mathematics.

Fifty-six percent of elementary classroom teachers reported that students missed mainly classroom reading/language arts instruction while they received Chapter 1 reading/language arts instruction (Exhibit 3.4). Activities missed include new instruction in reading (32 percent of teachers), reviewing reading instruction (17 percent), and reading in conjunction with something else (7 percent). An additional 14 percent of teachers said that Chapter 1 students missed classroom instruction in a subject other than reading/language arts. There were no differences by school poverty.

Just under half (45 percent) of the classroom teachers reported that while students receive Chapter 1 mathematics instruction, the primary activity missed is math-related -- be it as new instruction (14 percent), review of instruction (25 percent), or mathematics in conjunction with something else (6 percent). Other activities missed were seatwork (24 percent) and instruction in another subject (22 percent). Sample sizes were too small to determine whether there were differences by school poverty.

Exhibit 3.3

Median Time Spent on Reading/Language Arts, as Reported by Elementary Classroom Teachers, by School Poverty Level¹



¹ School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch.

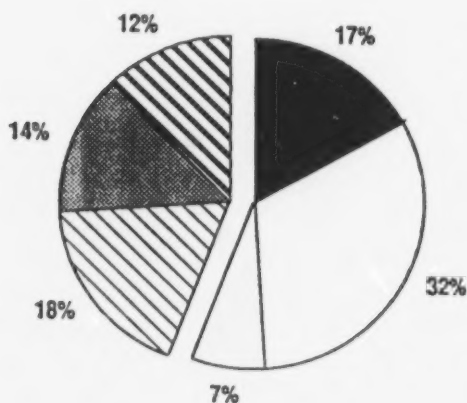
² The weighted base N is 223,780, with an item nonresponse rate of 12 percent.

³ The weighted base N is 186,078, with an item nonresponse rate of 9 percent.

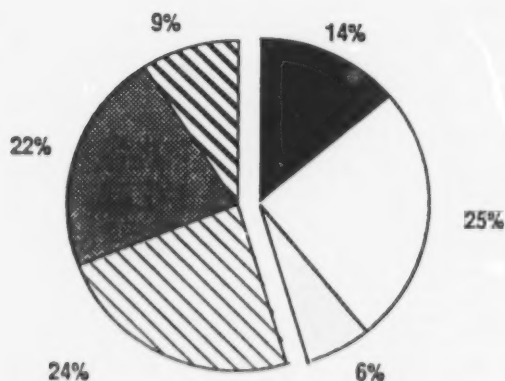
Source: Regular Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Exhibit 3.4

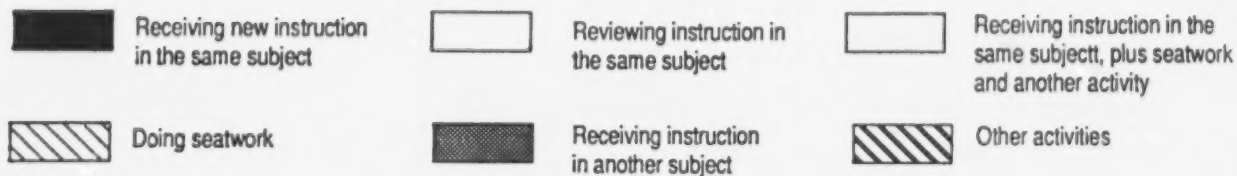
Activities Missed When Elementary Students Receive Chapter 1 Services, as Reported by Classroom Teachers



Activities Missed During Chapter 1 Reading/Language Arts¹
(Percent of teachers reporting)



Activities Missed During Chapter 1 Mathematics²
(Percent of teachers reporting)



¹ The weighted base N is 247,420 for an item nonresponse rate of 3 percent.

² The weighted base N is 158,828 for an item nonresponse rate of 2 percent.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92

CHAPTER 1 INSTRUCTIONAL CONTENT AND MATERIALS

An objective of the Hawkins-Stafford Amendments of 1988 was for Chapter 1 programs to emphasize higher-order skills in addition to the lower-order academic performance sought by Chapter 1 instruction in the past. Higher-order skills include solving problems and determining how or why something happened; lower-order skills include practicing phonics but doing little reading, or practicing basic arithmetic rather than learning mathematical concepts.

As shown in Exhibit 3.5, 84 percent of elementary classroom teachers reported that drill and practice was a major focus in Chapter 1 reading/language arts instruction, as was alternative presentation of content (54 percent of teachers). Twenty-nine percent said higher-order thinking skills were a major focus; 18 percent said that such skills were not covered.

In Chapter 1 reading/language arts, students in high-poverty schools are more likely to have reinforcement of concepts (that is, drill and practice) than an alternative presentation of concepts, unlike Chapter 1 students in low-poverty schools, where there are no significant differences between a focus on drill and practice versus alternative presentation of content.

Drill and practice were virtually a universal focus in Chapter 1 mathematics in all schools, with 97 percent of classroom teachers reporting it as a major focus of instruction. Slightly over half (57 percent) of the elementary teachers reported that alternative presentation of content was a major focus of Chapter 1 mathematics. Only 21 percent reported that higher-order thinking skills were a major focus, and 20 percent reported that such skills were not covered at all. According to regular teachers in both high- and low-poverty schools, the major focus of Chapter 1 mathematics is much more likely to be on drill and practice than on alternative presentation of content.

Classroom and Chapter 1 teachers use a variety of instructional levels and materials. Thirty-three percent of teachers reported that they used the same materials at the same instructional levels for students in Chapter 1 reading/language arts (Exhibit 3.6). Different instructional materials at the same instructional level were mentioned by 20 percent of classroom teachers. For Chapter 1 mathematics, the overall distribution of materials is very similar to that for Chapter 1 reading/language arts (Exhibit 3.6). Sample sizes are too small to see whether the proportions varied substantially by school poverty.

The following chapter analyses the coordination between the Chapter 1 program and regular classroom instruction, and the extent to which testing information on Chapter 1 students is available and used to improve curriculum and instruction.

Exhibit 3.5

Focus of Chapter 1 Instruction as Reported by Elementary Classroom Teachers

Type of Chapter 1 Instruction	Teachers Reporting (Percent)					
	Reading/Language Arts ¹			Mathematics ²		
	Major Focus	Minor Focus	Not Covered	Major Focus	Minor Focus	Not Covered
Reinforcement of concepts taught in regular classroom (i.e., drill and practice)	84%	11%	5%	97%	2%	1%
Alternative presentation of concepts taught in regular classroom	54	39	7	51	42	7
Development of higher-order thinking skills	29	53	18	21	59	20

¹ The weighted base N for these three items ranges from 234,688 to 248,103, with an item nonresponse rate from 2 to 8 percent.

² The weighted base N for the first three items ranges from 142,513 to 157,337, with an item nonresponse rate from 2 to 13 percent.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Exhibit 3.6

Primary Instructional Materials Used by Classroom Teachers and Chapter 1 Staff, as Reported by Elementary Classroom Teachers

Please indicate how the primary materials you use with Chapter 1 students compare with the primary materials used by the Chapter 1 teacher/aide with the same Chapter 1 students.

Response	Teachers Reporting (Percent)	
	Reading/Language Arts ¹	Mathematics ²
The Chapter 1 teacher/aide uses the <i>same materials</i> or series at the <i>same instructional levels</i> that I use	33 %	34 %
The Chapter 1 teacher/aide uses <i>different materials</i> or series at the <i>same instructional levels</i> that I use	20	22
The Chapter 1 teacher/aide uses the <i>same materials</i> or series at <i>different instructional levels</i> from the ones I use	11	16
The Chapter 1 teacher/aide uses <i>different materials</i> or series at <i>different instructional levels</i> from the ones I use	23	18
I don't know which materials/series the Chapter 1 teacher/aide uses	13	10
Total	100 %	100 %

¹ The weighted base N of classroom elementary teachers is 237,099, with an item nonresponse rate of 7 percent.

² The weighted base N of classroom elementary teachers is 150,452, with an item nonresponse of 8 percent.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

CHAPTER FOUR

LINKAGES BETWEEN CHAPTER 1 AND THE REGULAR SCHOOL PROGRAM

OVERVIEW

The Hawkins-Stafford Amendments of 1988 sought better linkages between regular instruction and the Chapter 1 program. This chapter explores the coordination of Chapter 1 and regular classroom instruction, as well as the extent to which regular school staff have access to and use testing information on Chapter 1 students. Improving the utility of Chapter 1 testing information has been a long-standing goal of Chapter 1 legislation.

For Chapter 1 students, a coordinated instructional program is essential to consistent instruction. "Frequent and regular" coordination of the Chapter 1 curriculum with the regular instructional program was required in the Hawkins-Stafford Amendments, in part because Chapter 1 is intended to help students succeed in that program. Also recall from Chapter Two that three-quarters of the principals who had been engaged in changing the Chapter 1 program in their schools did so to tie Chapter 1 instruction more closely to regular instruction. Improved coordination was the most often cited reason for changing the Chapter 1 program.

Key findings from the national sample of Chapter 1 schools are outlined below.

- Informal discussions between Chapter 1 elementary teachers and regular classroom teachers are the most frequent form of coordination, followed by consultation on written lesson plans and weekly meetings to discuss coordination. Ninety percent of Chapter 1 teachers and 75 percent of elementary teachers report at least weekly discussions. About half of each group report at least weekly consultations on written lesson plans.
- The least frequently used procedure for coordination is a common planning period for Chapter 1 and classroom teachers.
- A similar pattern of procedure use occurs at the middle and secondary grade levels, although generally coordination is less frequent in the upper grades.
- The number of classroom teachers with whom Chapter 1 teachers must interact has a decided effect on the frequency of coordination: the greater the number of regular teachers the Chapter 1 teacher must see, the less frequent the coordination. The number of children with whom Chapter 1 teachers work is usually not related to frequency of coordination.
- Most classroom teachers (70 percent of elementary teachers and 62 percent of middle and secondary teachers) report that Chapter 1 staff participate in decision making on student progress.

- Most classroom and Chapter 1 teachers in elementary schools gave high marks to the quality of coordination: 90 percent of Chapter 1 teachers and 76 percent of classroom teachers rated it as "good" or "excellent." Middle and secondary teachers were less likely to rank coordination high; in fact, just over half (54 percent) rated it either "good" or "excellent."
- Ratings of teachers on the quality of coordination are directly related to the frequency of contact between regular and Chapter 1 teachers.
- Test-score information on Chapter 1 students is available to Chapter 1 teachers and school principals; around 90 percent said they received it. Classroom teachers are less likely to receive test scores; only 71 percent of elementary teachers and 41 percent of middle and secondary teachers said that they had received such information.
- Classroom teachers and Chapter 1 teachers in elementary schools use testing information in similar ways, most typically to alter instructional methods and to discuss student performance with each other. A higher proportion of Chapter 1 teachers than classroom teachers use the information.

COORDINATION BETWEEN CHAPTER 1 AND THE REGULAR SCHOOL PROGRAM

Procedures for Coordination

Elementary Grades. Informal discussions between Chapter 1 teachers and classroom teachers represent by far the most frequently used method to coordinate Chapter 1 and regular classroom instruction. As shown in Exhibit 4.1, 90 percent of Chapter 1 elementary teachers and 75 percent of elementary classroom teachers noted that such discussions occurred at least weekly; 54 percent of Chapter 1 elementary teachers and 36 percent of elementary classroom teachers noted it as a daily practice.

Half of the Chapter 1 elementary teachers and 43 percent of elementary classroom teachers reported that consultation on written lesson plans was at least a weekly event. Slightly smaller proportions noted at least weekly meetings to discuss coordination.

Having a common planning period at least weekly was noted by 35 percent of the Chapter 1 elementary teachers and 26 percent of the elementary classroom teachers; 14 percent of Chapter 1 teachers and 13 percent of classroom teachers noted it as a daily event.

Another way to examine coordination is through the proportion of teachers who report on the absence of coordination procedures. Forty-two percent of Chapter 1 elementary teachers and 58 percent of regular teachers said that common planning periods never occurred; one-quarter (24 percent) of Chapter 1 elementary teachers and one-third (32 percent) of elementary classroom teachers reported no joint consultation on developing written lesson plans for Chapter 1 students.

Exhibit 4.1

Procedures for Coordinating Elementary Chapter 1 and Classroom Instruction, by Frequency of Use

Procedure	Frequency of Use (Percent of Teachers Reporting)				
	Daily	Weekly	Several Times a Year	Annually	Never
Chapter 1 and regular classroom teacher have informal discussions					
Chapter 1 Teacher ¹	54%	36%	10%	---	1%
Classroom Teacher ²	36	39	19	2	4
Common planning periods are provided for regular and Chapter 1 staff					
Chapter 1 Teacher	14	21	22	3	42
Classroom Teacher	13	13	12	5	58
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants					
Chapter 1 Teacher	7	43	23	4	24
Classroom Teacher	7	36	19	6	32
Chapter 1 and regular classroom staff share written records of student progress					
Chapter 1 Teacher	5	29	61	3	2
Classroom Teacher	6	25	48	12	9
Meetings and/or conferences between Chapter 1 and regular classroom teachers are held to discuss instructional coordination					
Chapter 1 Teacher	3	44	46	4	4
Classroom Teacher	3	31	36	7	23

¹ The weighted base N for Chapter 1 teachers varies by item. The largest weighted base N (for informal discussions) is 55,962, with an item nonresponse rate of 8 percent. The highest nonresponse rate is 10 percent (for common planning periods).

² The weighted base N for regular classroom teachers is 473,827 to 484,675, with an item nonresponse rate per procedure ranging from 1 to 3 percent.

Source: Chapter 1 Teacher and Aide and Regular Classroom Teacher Surveys of Chapter 1 Implementation, 1991-92.

Chapter 1 teachers reported more frequent interactions than classroom teachers, perhaps because Chapter 1 teachers serve students from several classrooms and thus interact with several teachers. In addition, the procedures may be interpreted somewhat differently. Chapter 1 teachers, for example, may prepare written records that are sent to classroom teachers but are not routinely discussed. This may help explain why 95 percent of the Chapter 1 teachers but only 79 percent of the regular teachers reported that they shared written records several times a year.

Coordination between the regular school program and Chapter 1 has improved somewhat over the past few years. In 1991-92, 76 percent of Chapter 1 elementary teachers and 58 percent of elementary classroom teachers reported that at some time during the year, they consulted about developing written lesson plans, as compared with 59 percent and 53 percent, respectively, for the 1985-86 academic year (National Assessment, 1987, p. 90).

Middle and Secondary Grades. As at the elementary level, informal discussions among teachers are the most frequent means of coordination. As shown in Exhibit 4.2, 73 percent of Chapter 1 secondary teachers and 45 percent of regular teachers noted at least weekly discussions. Unlike in the elementary grades, a common planning period was noted at least weekly by 43 percent of Chapter 1 teachers (though only 14 percent of regular teachers). Meetings to discuss instructional coordination were also mentioned by 43 percent of Chapter 1 teachers (and 18 percent of classroom teachers).

In the middle and secondary grades, both Chapter 1 and classroom teachers report less coordination than do elementary teachers. In fact, 19 percent of the respondents reported no interaction with Chapter 1 staff — not even informal discussions — compared to 4 percent of regular elementary teachers.

The divergence in the reports of Chapter 1 teachers and classroom teachers is also more pronounced at the middle and secondary level than at the elementary level. Again, this may well be due to the number of teachers with whom Chapter 1 personnel typically interact. In the middle and secondary grades, children move from one classroom and teacher to another in a departmentalized program, and Chapter 1 teachers thus interact with many classroom teachers (9 is the median). In the elementary grades, Chapter 1 teachers interact with somewhat fewer classroom teachers (median, 7), because most children are in self-contained classrooms with the same classroom teacher for most subjects. Chapter 1 staff in the elementary grades also work with fewer children, on average, than staff in the middle and secondary grades. The median number of students seen by a Chapter 1 elementary teacher is 35, compared to a median of 55 for Chapter 1 middle and secondary teachers.

Exhibit 4.2

Procedures for Coordinating Middle/Secondary Chapter 1 and Classroom Instruction, by Frequency of Use

Procedure	Frequency of Use (Percent of Teachers Reporting)				
	Daily	Weekly	Several Times a Year	Annually	Never
Chapter 1 and regular classroom teacher have informal discussions					
Chapter 1 Teacher ¹	41%	32%	19%	4%	5%
Classroom Teacher ²	23	22	33	3	19
Common planning periods are provided for regular and Chapter 1 staff					
Chapter 1 Teacher	18	25	10	4	43
Classroom Teacher	8	6	20	0	66
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants					
Chapter 1 Teacher	4	32	22	4	38
Classroom Teacher	5	20	19	4	52
Chapter 1 and regular classroom staff share written records of student progress					
Chapter 1 Teacher	3	31	49	6	11
Classroom Teacher	2	25	37	3	33
Meetings and/or conferences between Chapter 1 and regular classroom teachers are held to discuss instructional coordination					
Chapter 1 Teacher	3	40	36	7	15
Classroom Teacher	1	17	29	13	40

¹ The weighted base N for the item is 17,374, with an item nonresponse rate of 6 percent. Nonresponse rates per procedure varied from 6 percent (for informal discussions) to 19 percent (on common planning periods).

² The weighted base N for the item ranges from 186,686 to 190,500, with an item nonresponse rate per procedure ranging from 2 percent to 4 percent.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Factors Affecting the Frequency of Coordination

It is the number of regular classroom teachers with whom Chapter 1 teachers work, rather than the number of children, that directly affects the frequency of contact between Chapter 1 and regular teachers.

Chapter 1 Elementary Teachers. Forty-five percent of Chapter 1 elementary teachers who work with few regular teachers (up to 5) report at least weekly common planning periods, while only 26 percent of those who work with 10 or more report equally frequent common planning periods (Exhibit 4.3). Another way to examine this distinction is to note that 30 percent of the Chapter 1 teachers in the group that works with fewer teachers report that they never have common planning periods, compared to 55 percent of those who work with 10 or more teachers. Teachers working with fewer teachers also report at least weekly consultation in developing written lesson plans – 64 percent compared to 36 percent for Chapter 1 teachers whose students are scattered across more classroom teachers. In other forms of coordination, there were no differences between Chapter 1 teachers who worked with few and those who worked with many teachers.

Whether the number of children a Chapter 1 elementary teacher works with is high (over 45 children a day) or low (up to 25) seems to have little effect on the frequency of that teacher's contacts with regular teachers, with one notable difference: 44 percent of the Chapter 1 teachers who work with few children report at least weekly common planning periods, contrasted with 25 percent of teachers working with more than 45 children.

Chapter 1 Middle and Secondary Teachers. Middle and secondary Chapter 1 teachers work with more classroom teachers (median 9, compared with 7 for elementary teachers). Fifty-five percent of Chapter 1 teachers who work with fewer regular teachers (up to 6) report daily informal discussions, compared to 28 percent of teachers who work with 13 or more (Exhibit 4.4). Seventy-five percent of the teachers working with fewer teachers report joint consultation on developing written lesson plans several times a year, while only 39 percent of the Chapter 1 teachers working with more teachers do so.

Although middle and secondary Chapter 1 teachers work with more students daily than do their elementary school colleagues, they report surprisingly few differences in frequency of interaction by numbers of students served. Forty-eight percent of the teachers who work with fewer students (1-35) report at least weekly meetings to consult on developing written lessons, compared to only 31 percent of teachers with more students (60 or more).

Exhibit 4.3

Procedures for Coordinating Instruction Used by Chapter 1 Elementary Teachers, by Frequency of Use and Number of Classroom Teachers Seen

Procedure	Frequency of Use (Percent of Chapter 1 Teachers Reporting)				
	Daily	Weekly	Several Times a Year	Annually	Never
Chapter 1 and regular classroom teacher have informal discussions					
Chapter 1 teachers who work with 5 or fewer classroom teachers ¹	58%	26%	13%	0%	2%
Chapter 1 teachers who work with 10 or more classroom teachers ²	57	35	8	0	0
Common planning periods are provided for regular and Chapter 1 staff					
Chapter 1 teachers who work with 5 or fewer classroom teachers	16	28	23	2	30
Chapter 1 teachers who work with 10 or more classroom teachers	14	12	18	2	55
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants					
Chapter 1 teachers who work with 5 or fewer classroom teachers	6	58	20	4	12
Chapter 1 teachers who work with 10 or more classroom teachers	5	32	24	1	39
Chapter 1 and regular classroom staff share written records of student progress					
Chapter 1 teachers who work with 5 or fewer classroom teachers	2	32	62	3	1
Chapter 1 teachers who work with 10 or more classroom teachers	8	23	64	3	2
Meetings and/or conferences between Chapter 1 and regular classroom teachers are held to discuss instructional coordination					
Chapter 1 teachers who work with 5 or fewer classroom teachers	5	41	47	3	4
Chapter 1 teachers who work with 10 or more classroom teachers	2	57	36	4	1

¹ The weighted base N for Chapter 1 teachers who work with 5 or fewer classroom teachers varies by item. The largest weighted base N (for informal discussions) is 17,414, with an item nonresponse rate of 9 percent. The highest nonresponse rate is 11 percent (for common planning periods).

² The weighted base N for Chapter 1 teachers who work with 10 or more classroom teachers varies by item. The largest weighted base N (for informal discussions) is 18,508, with an item nonresponse rate of 2 percent. The highest nonresponse rate is 3 percent (for common planning periods).

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Exhibit 4.4

Procedure for Coordinating Instruction Used by Chapter 1 Middle/Secondary Teachers, by Frequency of Use and Number of Classroom Teachers Seen

Procedure	Frequency of Use (Percent of Teachers Reporting)				
	Daily	Weekly	Several Times a Year	Annually	Never
Chapter 1 and regular classroom teacher have informal discussions					
Chapter 1 teachers who work with 6 or fewer classroom teachers ¹	53%	15%	15%	12%	5%
Chapter 1 teachers who work with 13 or more classroom teachers ²	28	64	7	0	1
Common planning periods are provided for regular and Chapter 1 staff					
Chapter 1 teachers who work with 6 or fewer classroom teachers	24	5	19	5	47
Chapter 1 teachers who work with 13 or more classroom teachers	26	29	6	6	32
Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants					
Chapter 1 teachers who work with 6 or fewer classroom teachers	6	26	44	2	23
Chapter 1 teachers who work with 13 or more classroom teachers	8	15	16	10	50
Chapter 1 and regular classroom staff share written records of student progress					
Chapter 1 teachers who work with 6 or fewer Classroom teachers	7	29	26	17	22
Chapter 1 teachers who work with 13 or more classroom teachers	3	54	39	1	4
Meetings and/or conferences between Chapter 1 and regular classroom teachers are held to discuss instructional coordination					
Chapter 1 teachers who work with 6 or fewer classroom teachers	6	27	44	15	8
Chapter 1 teachers who work with 13 or more classroom teachers	1	43	38	10	9

¹ The weighted base N for Chapter 1 teachers who work with 6 or fewer classroom teachers varies by item. The largest weighted base N (for informal discussions) is 5,078, with an item nonresponse rate of 2 percent. The highest nonresponse rate is 12 percent (for developing written lesson plans).

² The weighted base N for Chapter 1 teachers who work with 13 or more classroom teachers varies by item. The largest weighted base N (for informal discussions) is 4,582, with an item nonresponse rate of 1 percent. The highest nonresponse rate is 37 percent (for common planning periods).

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

The Role of Chapter 1 Staff in Assessing Student Progress in the Regular Instructional Program

Most classroom teachers reported that Chapter 1 staff took part in decisions on student progress in the regular school program. Seventy percent of elementary teachers and 72 percent of middle and secondary teachers reported that Chapter 1 staff played some role in assessing student progress. Fifty-five percent of all teachers reported that Chapter 1 staff assisted in student placement, while over 40 percent reported that Chapter 1 staff collaborated in decisions about other services for Chapter 1 children (Exhibit 4.5).

Quality of Coordination between Chapter 1 and Regular Classroom Instruction

When regular teachers and Chapter 1 teachers were asked to rate the quality of their coordination, most gave it rather high marks. Ninety percent of Chapter 1 elementary teachers and 76 percent of elementary classroom teachers rated quality as good or excellent (Exhibit 4.6). Middle and secondary classroom teachers were less likely than their elementary school counterparts to rank coordination high. They were also less likely than the Chapter 1 teachers in their own schools to rate coordination as good or excellent (54 percent compared with 76 percent). In fact, over a quarter (26 percent) of middle and secondary teachers rated coordination as poor.

The lower ratings by middle and secondary Chapter 1 teachers are not surprising, given the less frequent use of various coordination mechanisms and the larger number of students and teachers with whom Chapter 1 staff must interact.

Principals' assessment of the quality of coordination may be overoptimistic. More than half (53 percent) of middle and secondary school principals, for example, rated coordination between Chapter 1 and classroom teachers as excellent, while only 30 percent of the Chapter 1 teachers and 17 percent of the classroom teachers gave it such a high rating.

The perceived quality of coordination is related to the frequency of interaction between regular teachers and Chapter 1 staff. Among regular elementary teachers, for example, those who had at least weekly informal discussions with Chapter 1 staff were far more likely to consider the quality of coordination excellent than those who met only several times a year (46 percent versus 11 percent). Conversely, those who met with Chapter 1 staff only several times a year were more likely to rank coordination as poor than those who met at least weekly (17 percent versus 2 percent).

Similarly, Chapter 1 elementary teachers who interacted at least weekly with their classroom colleagues were much more likely to consider the quality of coordination excellent than were those who met only several times a year (81 percent versus 28 percent). A similar pattern exists for Chapter 1 middle and secondary teachers.

Exhibit 4.5

Role of Chapter 1 Staff in Decisions on Student Progress, as Reported by Classroom Teachers

In which of the following areas does the Chapter 1 staff assist in making decisions about student progress in the regular education program in your school?

Role	Classroom Teachers Reporting (Percent)	
	Elementary Grades ¹	Middle/Secondary Grades ²
Placement in classes or grouping for instruction based on achievement level	55%	54%
Receipt of other special services (e.g., speech therapy, special education, ESL/bilingual)	45	42
Grade advancement	28	29
Assigning course grades	15	25
None of the above	30	28

¹ The weighted base N is 482,853, with a nonresponse rate of 1 percent.

² The weighted base N is 180,611, with a nonresponse rate of 7 percent.

Figure reads: Fifty-five percent of all classroom teachers reported that Chapter 1 staff assist in making decisions on student placement.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Exhibit 4.6

Quality of Coordination Between the Regular Instructional Program and the Chapter 1 Program, as Reported by School Staff

How would you rate the overall quality of coordination between the regular instructional program and the Chapter 1 program?

Quality of Coordination	Staff Reporting (Percent)		
	Principal ¹	Regular Teachers ²	Chapter 1 Teachers ³
Elementary Schools			
Excellent	50%	38%	42%
Good	40	38	48
Fair	9	19	8
Poor	1	5	2
Total	100%	100%	100%
Middle and Secondary Schools			
Excellent	53%	17%	30%
Good	39	37	46
Fair	7	20	12
Poor	1	26	12
Total	100%	100%	100%

¹ The weighted base N for elementary school principals is 38,683, with an item nonresponse rate of 2 percent. The weighted base N for middle and secondary school principals is 10,386, with an item nonresponse rate of 3 percent.

² The weighted base N for elementary classroom teachers is 471,775, with an item nonresponse rate of 3 percent. The weighted base N for middle and secondary grade teachers is 184,287, with an item nonresponse rate of 5 percent.

³ The weighted base N for Chapter 1 elementary teachers is 55,607, with an item nonresponse rate of 8 percent. The weighted base N for Chapter 1 middle and secondary teachers is 17,322, with an item nonresponse rate of 7 percent.

Source: Principal, Classroom Teachers and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

AVAILABILITY OF CHAPTER 1 TESTING INFORMATION

Chapter 1 testing information is available to most school administrators and Chapter 1 teachers in both elementary and middle/secondary grades (Exhibit 4.7). Regular classroom teachers have considerably less access to Chapter 1 testing data; at the elementary level, 71 percent report that testing data are available, and at the middle/secondary levels, only 41 percent do so. Availability of test score information appears unrelated to the poverty level of the school.

Regular and Chapter 1 elementary teachers use testing data in similar ways (Exhibit 4.8). Only a small percentage (6 percent and 7 percent, respectively) report that they simply review test scores and have no opportunity to use them. More classroom teachers in higher-poverty schools (50-75 percent) reported that they had no opportunity to use test scores than did teachers in both the highest-poverty schools (75 percent and above) and the least-poor schools (less than 20 percent poverty): the percentages were 15, 6, and 0, respectively.

Chapter 1 teachers report that test data inform their decisions about instructional methods and curricular materials, and that they serve as the basis for discussions with classroom teachers. The most common use of test data, for both regular and Chapter 1 teachers, is in developing instructional methods for students (84 percent of Chapter 1 teachers and 68 percent of classroom teachers). The extent to which Chapter 1 test information is used is not related to the poverty of the school, with one exception. More Chapter 1 teachers and more regular teachers in the least-poor schools (97 percent and 86 percent, respectively) report discussing test scores with each other than do Chapter 1 teachers and regular classroom teachers in the poorest (66 percent and 65 percent, respectively).

The following chapter explores the activities that school personnel undertake with the parents of children attending their school. Highlighted are activities with parents of children receiving Chapter 1 services.

Exhibit 4.7

Availability of Test Score Information on Chapter 1 Students

Staff Member	Staff Receiving Test Scores (Percent)
Elementary Schools¹	
Principal	89 %
Classroom Teachers	71
Chapter 1 Teachers	92
Middle and Secondary Schools²	
Principal	91
Classroom Teachers	41
Chapter 1 Teachers	89

¹ The weighted base N for elementary school principals is 38,518, with an item nonresponse rate of 2 percent. The weighted base N for classroom elementary teachers is 459,956, with an item nonresponse rate of 6 percent. The weighted base N for Chapter 1 elementary teachers is 58,860, with an item nonresponse rate of 3 percent.

² The weighted base N for middle and secondary school principals is 10,325, with an item nonresponse rate of 3 percent. The weighted base N for middle and secondary school classroom teachers is 112,163, with an item nonresponse rate of 42 percent. The weighted base N for Chapter 1 middle and secondary school teachers is 18,174, with an item nonresponse rate of 2 percent.

Source: Principal, Classroom Teachers, and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 4.8

Uses of Test-Score Information on Chapter 1 Students by Elementary Teachers

In what ways do you use the test scores you receive on Chapter 1 students?

Use	Teachers Reporting (Percent)	
	Classroom ¹	Chapter 1 ²
I review the test scores but do not have an opportunity to use them	6%	7%
Based on the test scores, I use different instructional methods for certain students	72	84
I discuss the students' test scores with the Chapter 1 staff/with the regular classroom teacher	70	82
Based on the test scores, I alter my curriculum materials to match the students	62	82
Other	4	10

¹ The weighted base N for the first response is 325,709. For the remaining responses, the weighted base N is 314,809. The nonresponse rate is 1 percent.

² The weighted base N for the first response is 51,996. For the remaining responses, the weighted base N is 48,381. The nonresponse rate is 0 percent.

Figure reads: Of the classroom teachers who have the opportunity to use test scores on Chapter 1 students, 72 percent report using different instructional methods for some students.

Source: Classroom Teacher and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

CHAPTER FIVE

ACTIVITIES WITH PARENTS

OVERVIEW

At the same time that increased attention was being paid to the role of parents in the education of children, the Hawkins-Stafford Amendments of 1988 incorporated language to enhance the role of parents of Chapter 1 children. As stated in the Hawkins-Stafford Amendments, "Congress finds that activities by schools to increase parental involvement are a vital part of programs." With this in mind, the Congress sought such objectives as communicating with individual parents about their children's progress in Chapter 1 and training parents in ways to help their children at home.

This chapter highlights three topics:

- activities for parents of Chapter 1 students, as related to the Hawkins-Stafford Amendments;
- activities undertaken by classroom and Chapter 1 teachers for parents of children in their classes; and
- involvement of all parents and parents of Chapter 1 students in school- and education-related activities (as reported by school principals).

The main findings of the national surveys of Chapter 1 schools are outlined below.

- More schools offer Chapter 1 parent/teacher conferences than any other activity related to the Hawkins-Stafford Amendments. Opportunities for parents to be classroom volunteers and to serve on parent advisory councils were also mentioned by most Chapter 1 principals.
- The Chapter 1 program in high-poverty schools is more likely than its counterpart in low-poverty schools to offer activities for parents of Chapter 1 children, such as opportunities to serve as volunteers, aides and tutors, as well as special activities for parents who lack literacy skills or whose native language is not English. They are also more likely to employ parent liaisons and professional support staff to work with parents.
- The most frequently cited activities with parents that classroom teachers report are telephone calls and interim reports on student progress. Most Chapter 1 teachers also reported calling parents, and about three-fourths conducted workshops for parents.

- Principals in Chapter 1 elementary schools reported that parents are "very involved" in fundraising and other support activities (50 percent of schools), serving as volunteers (38 percent), and informal parent/teacher contacts (38 percent).
- Principals of low-poverty schools are more likely than principals in high-poverty schools to report that parents are "very involved" in fundraising for the school and in serving as volunteers. The amount of informal parent/teacher contact, on the other hand, is not related to school poverty; nor is helping children with homework.
- Between 1985-86 and 1991-92, there has been substantial growth in the percentage of principals reporting high parent involvement as school volunteers and in helping their children with homework.
- Principals also reported that the parents of Chapter 1 children are less likely to be "very involved" than parents generally, except in the highest-poverty schools.

PARENT INVOLVEMENT ACTIVITIES RELATED TO THE HAWKINS-STAFFORD AMENDMENTS

A Comparison of Elementary and Middle/Secondary Schools

By far the most common activity either under way or planned in Chapter 1 elementary schools is the Chapter 1 parent/teacher conference (Exhibit 5.1). Ninety percent of elementary school principals noted this as an activity, and 42 percent ranked it as the single most effective form of parent involvement. Other activities frequently mentioned by elementary school principals were opportunities for parents to serve as volunteers (75 percent of schools), parent advisory councils (68 percent), home-based education activities (55 percent), and designated liaison staff to work with parents (50 percent).

Chapter 1 parent/teacher conferences were also mentioned by most middle and secondary school principals (92 percent); 57 percent ranked it as the most effective activity. The other prominent activities were parent advisory councils (78 percent) and designated liaison staff to work with parents (52 percent). Less than 20 percent of principals ranked either of these items as the most effective activity.

Parent Involvement and School Poverty in Elementary Schools

High-poverty schools are much more likely than low-poverty schools to have certain activities available for Chapter 1 parents, including opportunities for Chapter 1 parents to serve as volunteers or tutors (89 percent of schools with at least 75 percent poverty, compared with 63 percent of schools with less than 35 percent poverty); to employ liaisons to work with parents (62 percent compared with 30 percent); to offer special activities for parents who lack literacy skills (53 percent compared with 17 percent); and to provide activities for parents whose native language is not English (31 percent compared

Exhibit 5.1

Activities Planned for Parents of Chapter 1 Children, As Reported by School Principals

Activity	Principals Rating Activities (Percent)			
	Elementary Schools		Middle/Secondary Schools	
	Activity Offered ¹	The Most Effective Activity ²	Activity Offered ³	The Most Effective Activity ⁴
Chapter 1 teacher/parent conferences	90%	42%	92%	57%
Opportunities for parents to be classroom volunteers, tutors or aides	75	18	49	3
Parent advisory council	68	7	78	12
Home-based education activities used to reinforce classroom instruction	55	12	31	5
Designated liaison staff to work with parents, train teachers, or coordinate parent involvement activities	50	16	52	17
Special activities or strategies for parents who lack literacy skills	31	3	18	0
Parent resource center	29	4	13	3
Special activities or strategies for parents whose native language is not English ⁵	23	0	21	1
Total		100%		100%

¹ The weighted base N is 38,504, with an item nonresponse rate of 2 percent.

² The weighted base N is 36,780, with an item nonresponse rate of 7 percent.

³ The weighted base N is 9,868, with an item nonresponse rate of 7 percent.

⁴ The weighted base N is 9,584, with an item nonresponse rate of 10 percent.

⁵ Only schools with limited-English-proficient (LEP) students are included. The weighted base N for column one is 25,942, with an item nonresponse rate of 1 percent. The weighted base N for column two is 24,827, with an item nonresponse rate of 5 percent. The weighted base N for column three is 7,427, with an item nonresponse rate of 6 percent. The weighted base N for column four is 7,342, with an item nonresponse rate of 7 percent.

Source: The Principal Survey of Chapter 1 Implementation, 1991-92.

with 8 percent). Other activities are equally available to parents of Chapter 1 students in low- and high-poverty schools: parent/teacher conferences (90 percent of schools), parent advisory councils (68 percent), home-based education activities (55 percent), and parent resource centers (29 percent).

Increased opportunities for Chapter 1 parents may be a function of the size of the Chapter 1 program — high-poverty schools typically enroll almost three times as many Chapter 1 students as low-poverty schools — and may also reflect the realization of the extra effort needed to encourage parents from low-income areas to take an active role in school activities generally.

TEACHER-INITIATED ACTIVITIES WITH PARENTS

Classroom Teachers

The majority of classroom teachers in the elementary grades indicated that they called parents (86 percent) and provided interim reports during grading periods (74 percent) (Exhibit 5.2). Somewhat fewer than half of them reported joint open houses (with Chapter 1 staff), and joint parent/teacher conferences for parents of Chapter 1 students. Home visits by classroom teachers are rare; 15 percent of teachers reported that they made some.

Teachers of students in the middle and secondary grades also were likely to call parents (87 percent) and provide written reports during grading periods (80 percent). They were more likely than elementary teachers to say that Chapter 1 teachers and aides called parents of Chapter 1 students (60 percent, compared to 44 percent of elementary teachers). On the other hand, they were less likely than their elementary grade counterparts to request parents to sign off on homework (25 percent versus 48 percent), to conduct joint parent/teacher conferences with the parents of Chapter 1 children (21 percent versus 43 percent), or to have parents volunteer in the classroom (12 percent versus 40 percent).

Chapter 1 Teachers

The vast majority (88 percent) of Chapter 1 elementary teachers, like classroom teachers, report that they call parents; and almost three-quarters (73 percent) report conducting workshops for Chapter 1 parents (Exhibit 5.3). Chapter 1 teachers were likely to report joint teacher/parent conferences: 62 percent of them did so, more than the 43 percent of regular teachers. The variation may be due in part to the fact that Chapter 1 teachers work with several classroom teachers. As with classroom teachers, the more labor-intensive activities such as home visits were reported by few Chapter 1 teachers, although 22 percent of them reported that they visit parents.

Exhibit 5.2

Activities with Parents, as Reported by Classroom Teachers

Activity	Teachers Reporting Activities (Percent)	
	Elementary ¹	Middle/Secondary ²
The classroom teacher calls parents	86%	87%
The classroom teacher provides interim written reports during grading periods	74	80
Parents are requested to sign off on homework or classwork in the regular classroom	48*	25*
Chapter 1 staff and classroom teachers conduct joint open houses for parents	45	36
The Chapter 1 teachers/aides call parents of Chapter 1 students	44**	60**
Chapter 1 staff and classroom teachers conduct joint parent/teacher conferences with parents of Chapter 1 children	43*	21*
Parents (other than Chapter 1 parents) volunteer in the regular classroom	40*	12*
Chapter 1 parents volunteer in the regular classroom	17*	3*
The regular classroom teacher visits parents	15	12
Chapter 1 teachers/aides visit parents of Chapter 1 students	12	8

¹ The weighted base N is 481,118, with an item non-response rate of 2 percent.

² The weighted base N is 187,893, with an item nonresponse rate of 4 percent.

* A t-test between teachers in elementary and middle/secondary schools is significant at the .001 level.

** A t-test between teachers in elementary and middle/secondary schools is significant at the .01 level.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Exhibit 5.3

Activities with Parents of Chapter 1 Children, as Reported by Chapter 1 Teachers

Activity	Chapter 1 Teachers Reporting Activities (Percent)	
	Elementary ¹	Middle/Secondary ²
The Chapter 1 teacher calls parents of Chapter 1 students	88%	95%
Chapter 1 staff conduct workshops for parents	73*	50*
Chapter 1 teachers and classroom teachers conduct joint parent/teacher conferences with parents of Chapter 1 children	62	59
The regular classroom teacher calls parents of Chapter 1 students	58	50
Chapter 1 teachers and classroom teachers conduct joint open houses for parents	46	55
Parents are requested to sign off on homework or classwork	39	36
Chapter 1 teachers visit parents of Chapter 1 children	22	15
Chapter 1 parents volunteer in the Chapter 1 classroom	18	6
The regular classroom teacher visits parents of Chapter 1 children	17	8

¹ The weighted base N is 60,186, with an item nonresponse rate of less than 1 percent.

² The weighted base N is 17,878, with an item nonresponse rate of 4 percent.

* A t-test between Chapter 1 teachers in elementary and middle/secondary schools is significant at the .05 level.

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

The activities of Chapter 1 teachers in the middle and secondary grades closely mirror those of Chapter 1 teachers in the elementary grades. Almost all (95 percent) of these teachers reported calling parents, and 59 percent reported joint parent/teacher conferences. They were, however, much less likely than their elementary-grade colleagues to conduct workshops for parents (73 percent of elementary Chapter 1 teachers compared to 50 percent in middle and secondary grades).

Principals' perceptions of teacher-initiated activities with parents generally match the reports of classroom and Chapter 1 teachers in elementary schools. For example, calls to parents by either classroom or Chapter 1 teachers were noted by well over 80 percent of the principals. On the other hand, principals were more likely than classroom teachers to report that parents were to sign off on homework (75 percent of elementary school principals versus 48 percent of elementary classroom teachers).

INVOLVEMENT OF PARENTS GENERALLY COMPARED TO PARENTS OF CHAPTER 1 STUDENTS

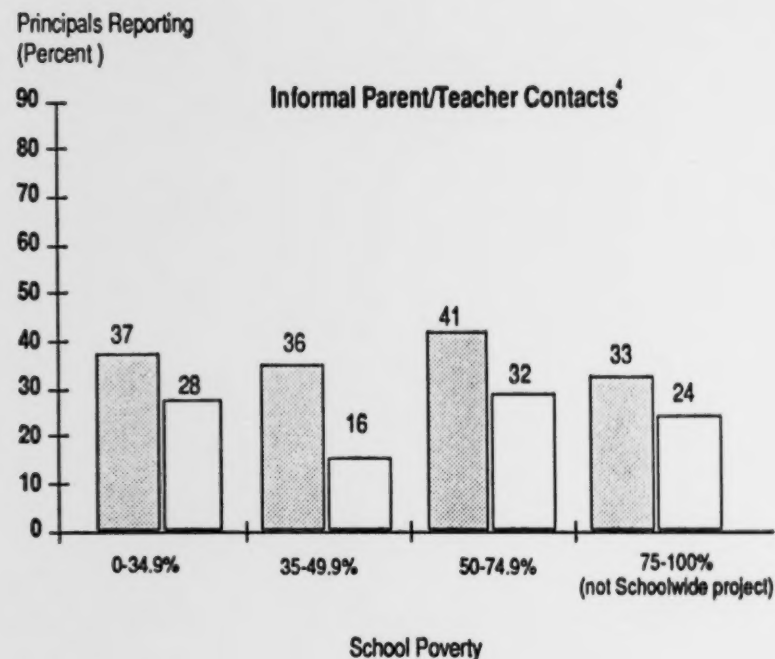
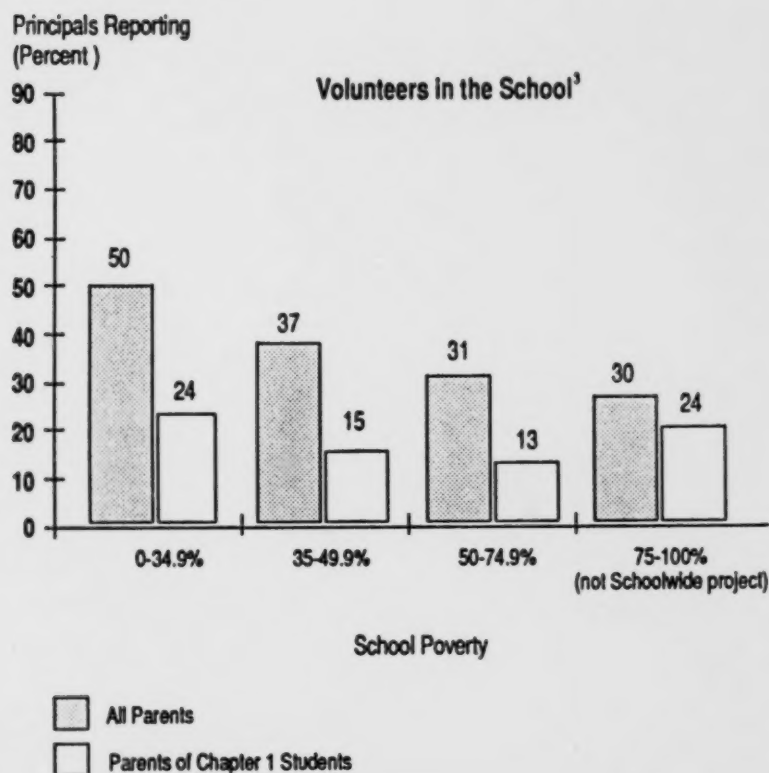
Principals of low-poverty schools are more likely than their counterparts in high-poverty schools to report that parents are "very involved" in fundraising (61 versus 34 percent) and in serving as volunteers in the school (50 versus 30 percent). By contrast, principals of low- and high-poverty schools were equally likely to report parents "very involved" in meeting informally with their children's teachers (37 versus 33 percent) or in helping their children with homework (22 versus 14 percent). (See Exhibit 5.4.)

There is no relationship between school poverty and "very involved" Chapter 1 parents as reported by school principals. Relatively few principals report Chapter 1 parents as "very involved." In no school-related activity do more than 30 percent of principals report that Chapter 1 parents are "very involved."

More principals were likely to report all parents rather than Chapter 1 parents as "very involved" in fundraising and in serving as volunteers in the school, except for principals in the highest-poverty schools. In the highest-poverty schools, there were no differences between Chapter 1 parents and all parents. (Excluded from the high-poverty schools were schoolwide projects where the line between Chapter 1 parents and all parents is blurred.)

Exhibit 5.4

Comparison of All Parents and Parents of Chapter 1 Students "Very Involved"¹ in Elementary School Activities, as Reported by Principals, by School Poverty Level²



¹ Other response categories were "somewhat involved," "not involved," and "activity not offered."

² School-poverty classifications are based on principal's reports of the percent of students who were eligible for free or reduced-price lunches.

³ The weighted base N for All Parents is 35,606, with an item nonresponse rate of 7 percent. The weighted base N for Parents of Chapter 1 Students is 34,164, with an item nonresponse rate of 11 percent.

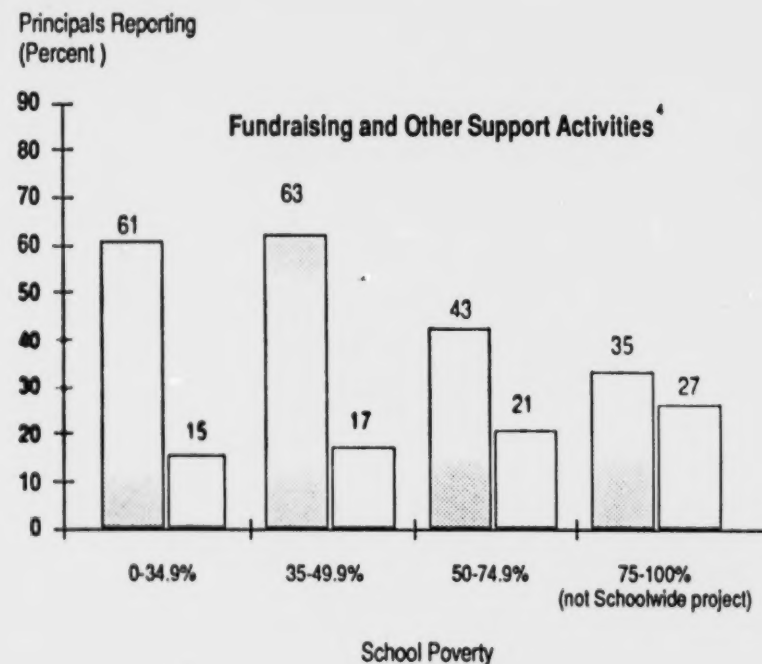
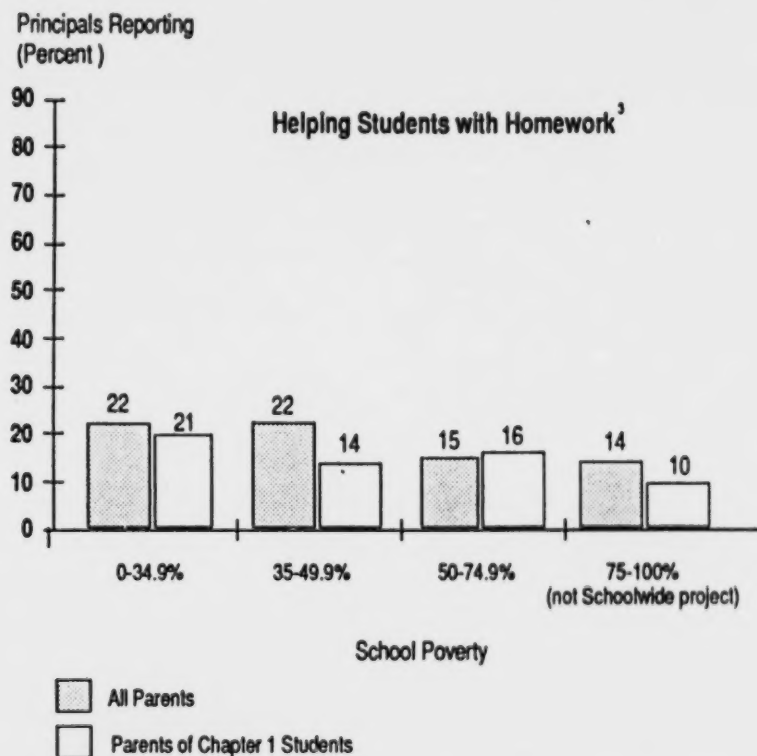
⁴ The weighted base N for All Parents is 36,042, with an item nonresponse rate of 6 percent. The weighted base N for Parents of Chapter 1 Students is 35,307, with an item nonresponse rate of 8 percent.

Figure reads: Fifty percent of the principals in the lowest-poverty schools noted that all parents were "very involved" as volunteers, while 24 percent noted that the parents of Chapter 1 children were "very involved."

Exhibit 5.4

Comparison of All Parents and Parents of Chapter 1 Students "Very Involved"¹ in Elementary School Activities, as Reported by Principals, by School Poverty Level²

(Continued)



¹ Other response categories were "somewhat involved," "not involved," and "activity not offered."

² School-poverty classifications are based on principals' reports of the percent of students who were eligible for free or reduced-price lunches.

³ The weighted base N for All Parents is 35,588, with an item nonresponse rate of 7 percent. The weighted base N for Parents of Chapter 1 Students is 35,091, with an item nonresponse rate of 8 percent.

⁴ The weighted base N for All Parents is 36,044, with an item nonresponse rate of 6 percent. The weighted base N for Parents of Chapter 1 Students is 34,832 with an item nonresponse rate of 9 percent.

Figure reads: Fifty percent of the principals in the lowest-poverty schools noted that all parents were "very involved" as volunteers in the schools, while 24 percent noted that the parents of Chapter 1 children were "very involved."

SCHOOL- AND EDUCATION-RELATED ACTIVITIES OF PARENTS IN CHAPTER 1 SCHOOLS: 1985-86 to 1991-92

Since the last National Assessment of Chapter 1 (1985-86), there appears to have been growth in the number of schools reporting high parent involvement in helping children with homework and serving as volunteers (Exhibits 5.5 and 5.6). A third of low-poverty schools report that parents are "very involved" in helping students with homework (up from 20 percent in 1985-86), versus 16 percent of high-poverty schools (up from a scant 4 percent). The percentage of low-poverty schools in which parents are "very involved" in volunteer work increased from 45 percent in 1985-86 to 56 percent in 1991-92. There was essentially no change in high-poverty schools (31 percent to 30 percent). This may actually represent a small increase,¹ but the change is clearly not as great as that seen in low-poverty schools.

In some school- and education-related areas, differences in parent involvement by poverty of school have virtually disappeared. A large growth in informal parent/teacher contacts in high-poverty schools over the past six years has left little difference across the poverty categories; around 40 percent of principals report parents as "very involved." At the same time, participation in formal parent activities (such as the PTA and parent advisory organization meetings) has dropped off in low-poverty schools, again leaving no difference among poor and more affluent schools. Sixteen percent of principals rated parents as "very involved."

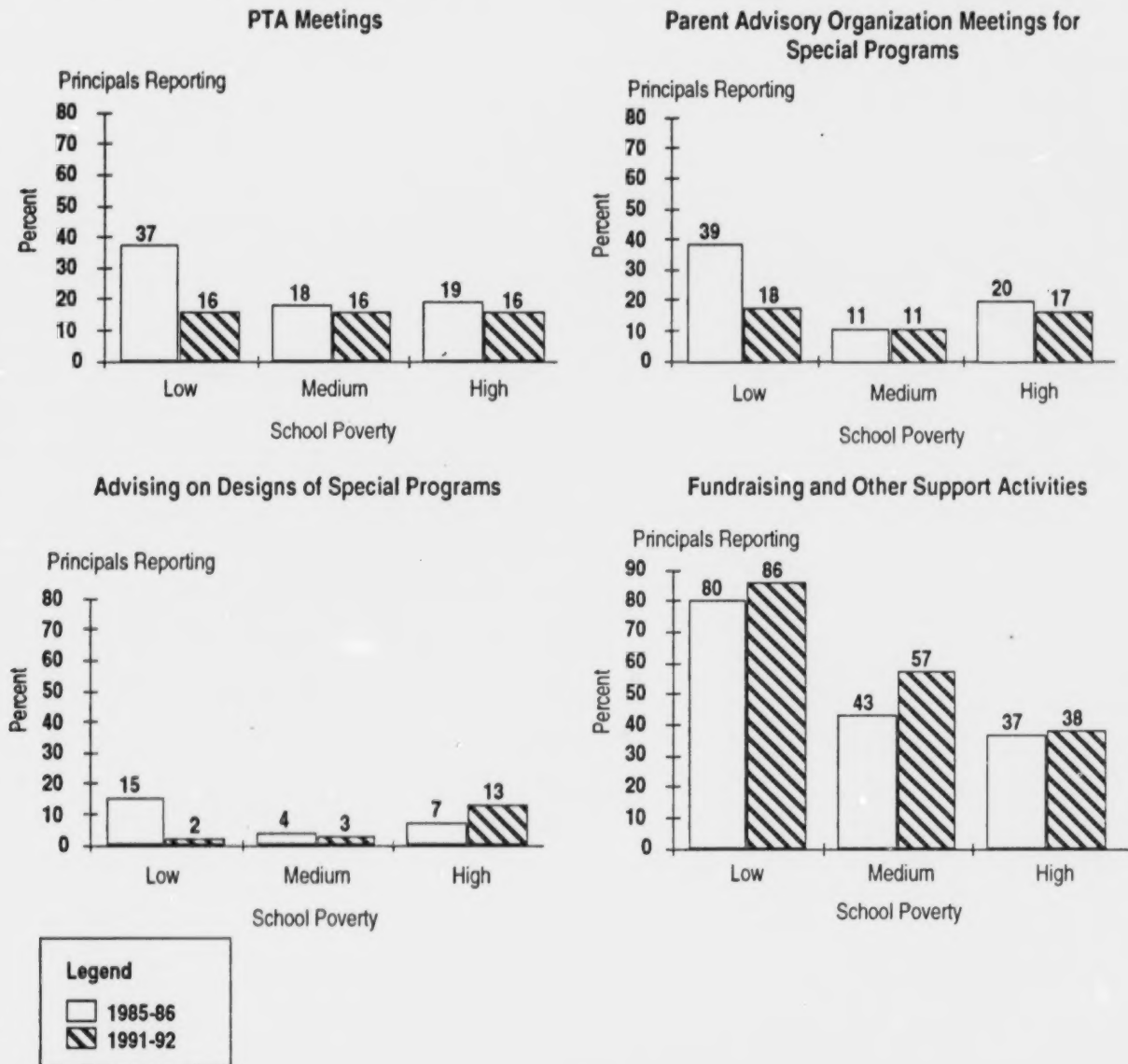
The relationship between poverty and parents' advising on the design of special programs appears to have reversed itself since the 1985-86 study, so that parents in high-poverty schools are more likely to advise on special programs than those in low-poverty schools (13 percent versus 2 percent, respectively). We would recommend caution in interpreting this item because the percent of principals reporting is very small at both time points.

The following chapter describes the educational background of regular and Chapter 1 teachers, Chapter 1 aides, and school principals. Topics include highest degree awarded, certification, and number of years teaching.

¹ Separate questions were asked in 1985-86 on parent volunteer activity in and outside the classroom. In 1991-92 only one question on volunteers was asked. Because the two 1985-86 questions overlap, adding them to represent overall activity creates an inflated estimate. If we find greater volunteerism in 1991-92 than in the inflated 1985-86 estimate, volunteer activity has clearly increased. If there is little or no change, the 1985-86 inflated estimate may be masking a small increase.

Exhibit 5.5

School-Related Activities in Which Parents are "Very Involved"¹ in Chapter 1 Elementary Schools, as Reported by Principals, 1985-86 and 1991-92, by School Poverty Level²



¹ Other response categories were "somewhat involved," "not involved," and "activity not offered."

² School-poverty classifications are based on principals' reports of the percent of all students who were eligible for free or reduced-price lunches. For the 1985-86 school year, school-poverty categories (low, medium, high) were derived by dividing the survey population into quartiles and combining the middle two quartiles into one category. Categories are defined as follows: low (0-15 percent poor), medium (15.1-50 percent poor) and high (50.1-100 percent poor). For the 1991-92 school year, the same categories were used, but they no longer represent quartiles of schools. Half of Chapter 1 schools in 1991-92 had school-poverty rates of 50 percent or more.

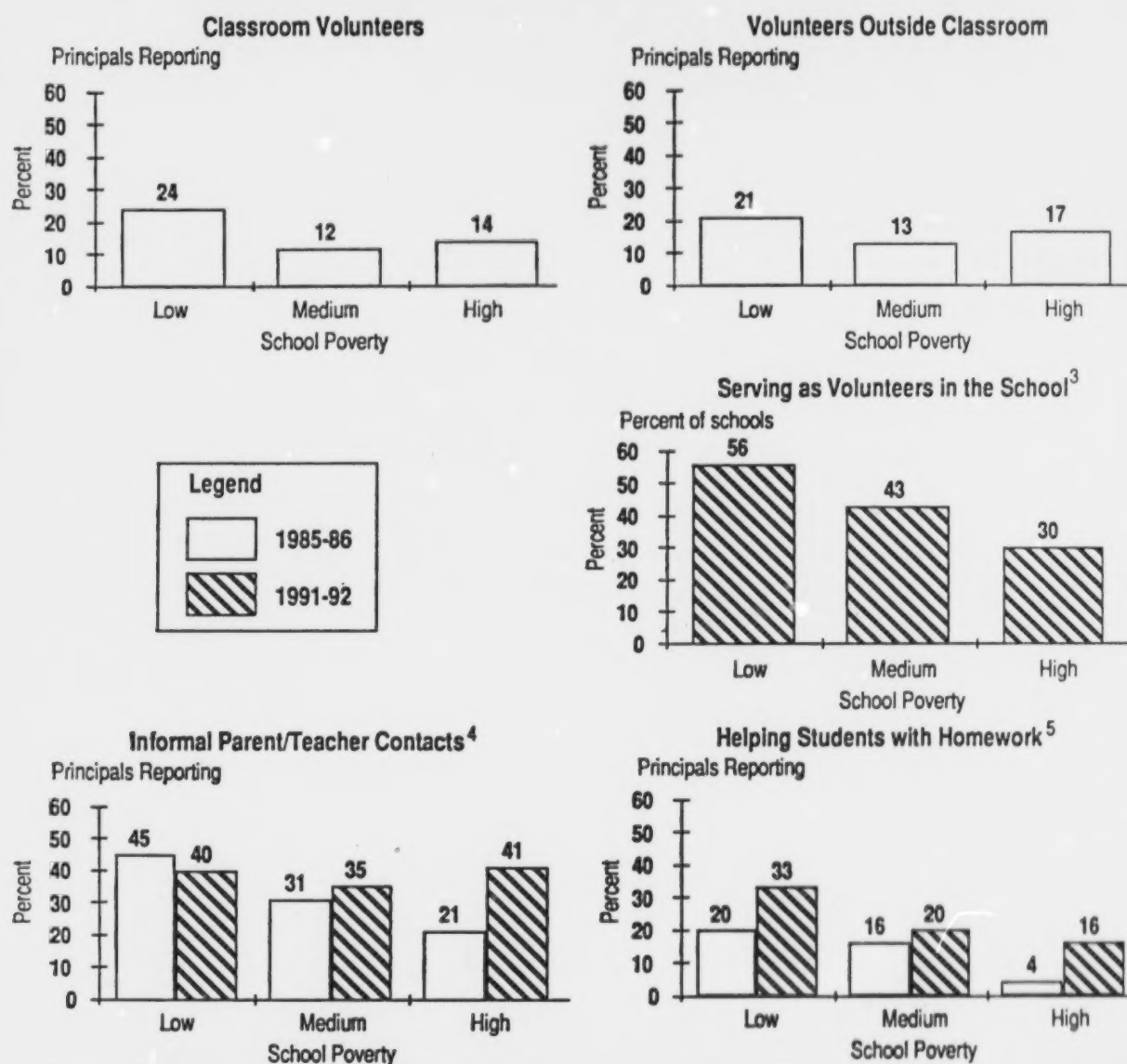
The weighted base N for the 1991-92 data ranges from 36,417 to 37,206, with an item nonresponse rates of 5 to 7 percent.

Figure reads: Thirty-seven percent of principals in public Chapter 1 elementary schools with a low percentage of poor students report that the parents of their students are "very involved" in PTA meetings.

Source: Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86 and the Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 5.6

Education-Related Activities in Which Parents are "Very Involved"¹ in Chapter 1 Elementary Schools, as Reported by Principals, 1985-86 and 1991-92, by School Poverty Level²



¹ Other response categories were "somewhat involved," "not involved," and "actively not offered."

² School-poverty classifications are based on principals' reports of the percent of students who were eligible for free or reduced-price lunches. For the 1985-86 school years, school-poverty categories (low, medium, high) were derived by dividing the survey population into quartiles, and combining the middle two quartiles into one category. Categories are defined as follows: low (0-15 percent poor), medium (15.1-50 percent poor) and high (50.1-100 percent poor). For the 1991-92 school year, the same categories were used, but they no longer represent quartiles of schools. Half of Chapter 1 schools in 1991-92 had school-poverty rates of 50 percent or more.

³ The weighted base N is 37,204, with an item nonresponse rate of 5 percent.

⁴ The weighted base N is 36,769, with an item nonresponse rate of 7 percent.

⁵ The weighted base N is 36,750, with an item nonresponse rate of 7 percent.

Figure reads: Twenty-four percent of principals in public Chapter 1 elementary schools with a low percentage of poor students report that the parents of their students are "very involved" in serving as classroom volunteers.

Source: Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86 and the Principal Survey of Chapter 1 Implementation, 1991-92.

CHAPTER SIX

EDUCATIONAL BACKGROUND OF SCHOOL STAFF

OVERVIEW

The National Assessment of Chapter 1 Act explicitly required a comparison of the educational background of Chapter 1 staff and regular classroom teachers. This chapter reviews the educational background and years of teaching of those two groups. It also examines the educational background of Chapter 1 aides, an especially important topic given the large number of instructional aides in the highest-poverty schools.

Key findings from the national surveys of Chapter 1 schools are discussed below.

- As of 1991-92, Chapter 1 elementary teachers have higher educational attainment than regular elementary classroom teachers. Almost 90 percent of Chapter 1 teachers have education beyond the Bachelor's degree, compared to two-thirds of classroom teachers; they are also more likely to be reading-certified.
- In 1985-86, Chapter 1 elementary-grade teachers and classroom teachers had virtually identical educational backgrounds. By 1991-92, the educational achievement of Chapter 1 teachers had increased overall and relative to that of classroom teachers.
- Chapter 1 middle- and secondary-grade teachers have virtually identical backgrounds as their classroom-teacher counterparts.
- Classroom and Chapter 1 teachers in both grade spans have virtually identical years of experience in teaching. The median number of years is 15 for elementary classroom teachers, 17 for Chapter 1 elementary teachers, 14 for upper-grade teachers, and 15 for Chapter 1 upper-grade teachers.
- About two-thirds of the school principals (both elementary and middle/secondary) rate the quality of Chapter 1 teachers as about the same as that of classroom teachers, and one-third rate them of higher quality. At the elementary level, more principals of the highest-poverty schools rate the quality of Chapter 1 teachers above that of regular teachers than do principals at the lowest-poverty schools (53 percent versus 32 percent).
- Over four-fifths of Chapter 1 aides in elementary schools have less than a Bachelor's degree; two-thirds of those in the upper grades have less than a Bachelor's degree.
- For classroom teachers in Chapter 1 schools, there is no statistically significant relationship between educational attainment and the poverty level of the schools in which they teach.

- For Chapter 1 teachers, there is also no relationship between educational attainment and the poverty level of the schools in which they teach. However, the highest-poverty elementary schools are more likely to have aides providing Chapter 1 services than are the lowest-poverty schools.

EDUCATIONAL ATTAINMENT OF CHAPTER 1 AND CLASSROOM TEACHERS

Formal Education

Most Chapter 1 teachers have formal education past the Bachelor's degree. Eighty-eight percent of Chapter 1 elementary teachers and 85 percent of Chapter 1 middle- and secondary-grade teachers have some advanced training. Regular classroom teachers in the middle and secondary grades have similar training, although only two-thirds of classroom teachers in elementary schools have education past the Bachelor's degree (Exhibits 6.1 and 6.2).

Between 1985-86 and 1991-92, the educational attainment of Chapter 1 and classroom teachers in elementary grades changed. In 1985-86, attainment was virtually identical (Exhibit 6.1). By 1991-92, the proportion of Chapter 1 teachers with Master's degrees had increased (from 36 percent to 46 percent); correspondingly, the proportion of those with only Bachelor's degrees dropped (from 21 percent to 12 percent). The data on classroom teachers, on the other hand, indicate that they are not as well credentialed as they were six years ago. A larger proportion of elementary teachers in 1991-92 have only a Bachelor's degree (32 percent) compared to 1985-86 (20 percent), with corresponding reductions in the more advanced degrees. The change is possibly an artifact of the regular teacher sample. For 1991-92, regular teachers were defined as those in Chapter 1 schools who taught at least one Chapter 1 student; for 1985-86, they were chosen from a sample of Chapter 1 and non-Chapter 1 schools.

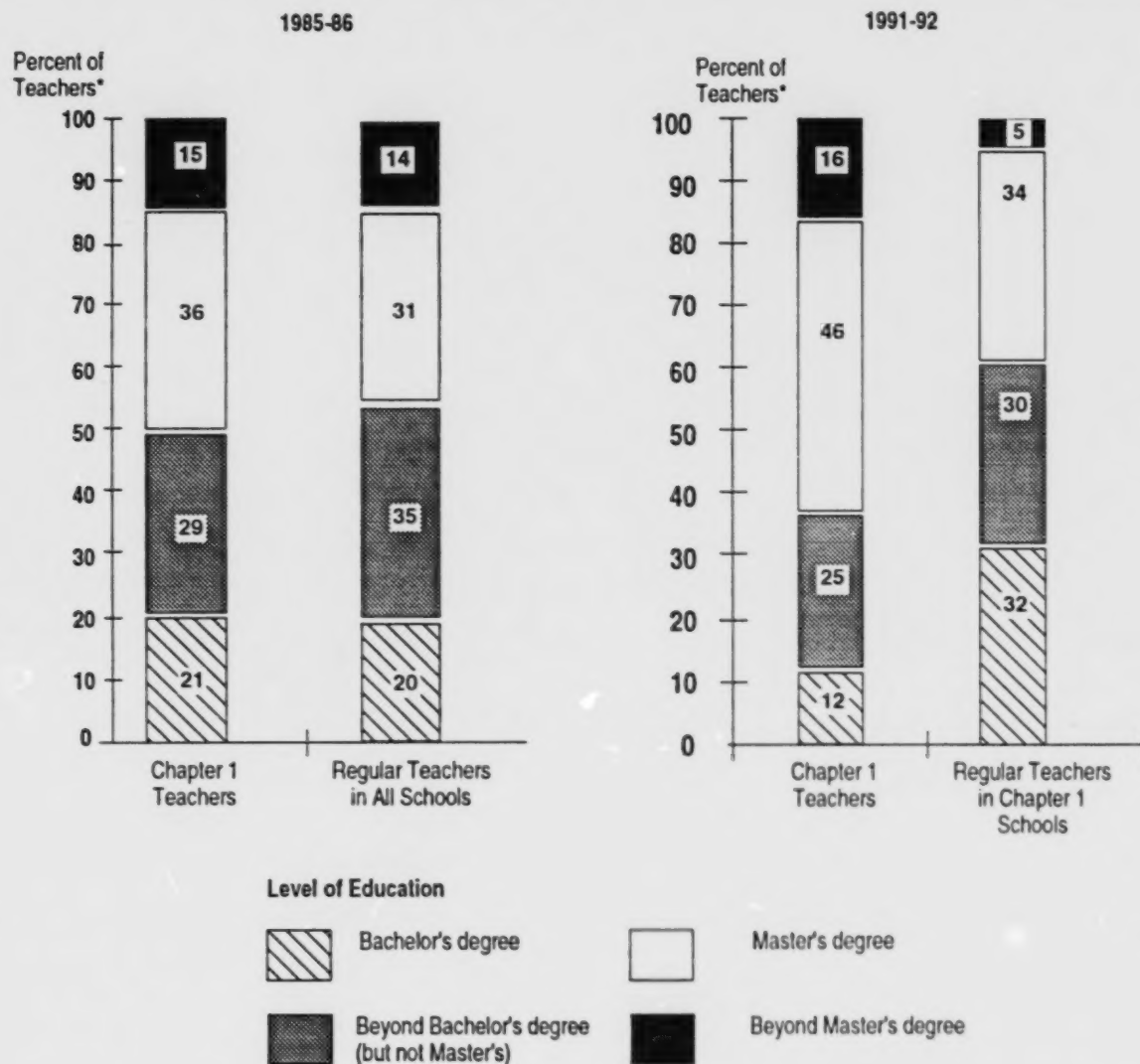
As shown in Exhibit 6.2, Chapter 1 teachers in middle and secondary grades in 1991-92 have about the same educational attainment as Chapter 1 elementary teachers, although more of the latter have Master's degrees than their upper-grade counterparts (46 percent versus 37 percent).

In middle and secondary schools, the patterns of educational attainment for classroom and Chapter 1 teachers are virtually identical.

For Chapter 1 teachers, there is no relationship between school poverty and educational attainment. Nor is there a statistically significant relationship between school poverty and educational attainment of classroom teachers. Forty-seven percent of elementary teachers in the lowest-poverty schools have at least a Master's degree, compared with 34 percent of the elementary teachers in the highest-poverty schools.

Exhibit 6.1

Educational Attainment of Chapter 1 and Regular Teachers in Public Elementary Schools, 1985-86 and 1991-92



* Percents may not sum to 100 due to rounding. Weighted base N for Chapter 1 teachers is 58,753, with an item nonresponse rate of 3 percent. Weighted base N for regular teachers is 485,836, with an item nonresponse rate of 1 percent.

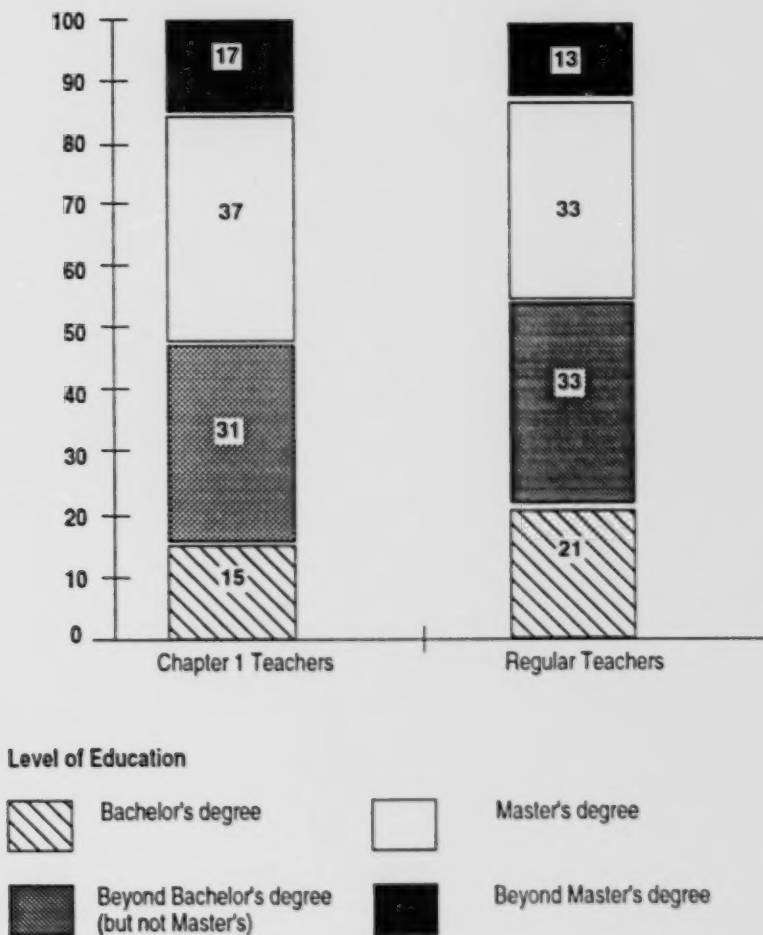
Figure reads: Of Chapter 1 teachers in public elementary schools in 1991-92, 12 percent have earned only a Bachelor's degree.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92, and Survey of Schools conducted for the National Assessment, 1985-86.

Exhibit 6.2

Educational Attainment of Chapter 1 and Regular Teachers in Public Middle and Secondary Chapter 1 Schools, 1991-92

Percent of Teachers*



* Percents may not sum to 100 due to rounding. Weighted base N for Chapter 1 teachers is 18,487, with an item nonresponse rate of less than 1 percent. Weighted base N for regular teachers is 192,277, with an item nonresponse rate of 1 percent.

Figure reads: Of Chapter 1 teachers in public middle and secondary schools, 15 percent have earned only a Bachelor's degree.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Specialized Certification

For elementary grades, virtually all classroom teachers and Chapter 1 teachers have elementary-school teaching certificates (96 percent and 91 percent, respectively), but more Chapter 1 teachers are certified in reading (39 percent versus 15 percent). About the same proportions are certified in mathematics (11 percent versus 7 percent). The reading certification is not surprising, given that a number of state Chapter 1 offices require it for Chapter 1 reading teachers.

As in the elementary grades, Chapter 1 teachers in middle and secondary schools are also more likely to be reading-certified than their classroom counterparts (34 percent versus 10 percent).

YEARS OF TEACHING EXPERIENCE

Generally speaking, classroom and Chapter 1 teachers do not differ with regard to years of teaching experience. The median number of years of teaching is 17 years for Chapter 1 elementary teachers, compared to 15 years for classroom teachers. Classroom teachers in middle and secondary grades have a median of 14 years' experience, compared with 15 years for Chapter 1 teachers.

At the elementary-school level, there is no difference in years of teaching by level of school poverty for either classroom or Chapter teachers. In the upper grades, on the other hand, school poverty is associated with years of teaching experience for classroom teachers. Middle and secondary schools with the lowest poverty have more-experienced classroom teachers (with a median of 17 years) than the highest-poverty schools (with a median of 11 years).

Chapter 1 elementary teachers are somewhat less likely to be novice teachers than are regular classroom teachers. Less than 4 percent of Chapter 1 teachers had three or fewer years of teaching experience, compared to 10 percent of classroom teachers. Because there are so few novice teachers (the more experienced Chapter 1 teachers outnumber novices 27 to 1), differences between low- and high-poverty schools are obscured. There is no relationship between years of teaching experience and school poverty level for regular classroom teachers.

Experience does not differ by poverty level for Chapter 1 elementary aides. Chapter 1 aides at the middle and secondary levels, however, are far more likely to be novices in the least-poor schools. Sixty percent of Chapter 1 aides with three years or less of experience are employed in schools with less than 20 percent poverty; only 3 percent are in the highest-poverty schools. On the other hand, 30 percent of the aides with four or more years of experience are in the highest-poverty schools, versus 16 percent in the lowest-poverty schools.

PRINCIPALS' ESTIMATES OF THE QUALITY OF CHAPTER 1 TEACHERS

Among the elementary principals whose Chapter 1 programs employ certified teachers, over one-third (37 percent) rated the quality of the Chapter 1 teacher above that of the average teacher, while 62 percent rated it as about the same as that of the average teacher. Only 1 percent rated the Chapter 1 teachers below the average teacher. Virtually the same pattern occurred with responses from middle- and secondary-school principals. (See Exhibit 6.3.) At the elementary-school level, more principals of the highest-poverty schools rated the quality of Chapter 1 teachers above that of regular teachers than did principals at the lowest-poverty schools (53 percent versus 32 percent).

EDUCATION AND PERCEIVED QUALITY OF CHAPTER 1 AIDES

Chapter 1 aides in elementary schools typically have less than a Bachelor's degree. Only 13 percent have a Bachelor's degree and 4 percent have more advanced formal education. Of the classroom teachers in whose rooms they work, 28 percent thought that aides can do as much as a certified teacher in reading/language arts, and almost one quarter (22 percent) gave the same rating to aides in mathematics (Exhibit 6.4).

Chapter 1 aides in middle and secondary schools have more formal schooling than their elementary-school counterparts. One-third have at least a Bachelor's degree. (It should be noted, however, that the nonresponse to the item on educational attainment was a substantial 20 percent.)

EDUCATIONAL BACKGROUND OF CHAPTER 1 SCHOOL PRINCIPALS

Ninety percent of Chapter 1 school principals have either a Master's degree or at least one year of additional course work beyond the Master's degree (Exhibit 6.5). An additional 9 percent of the middle and secondary school principals and 8 percent of the elementary school principals have Doctorate degrees. There are no statistically significant differences in educational attainment between elementary school principals and their middle or secondary school counterparts. Nor did the principals of the lowest-poverty schools have higher levels of educational attainment than their colleagues in the highest-poverty schools.

To round out the discussion of staff qualifications in Chapter 1 and the regular school program, the next chapter examines the availability and perceived quality of staff development activities.

Exhibit 6.3

**Quality of Chapter 1 Teachers Versus Regular Teachers,
as Reported by School Principals**

Compared to the regular teachers, how would you rate the quality of Chapter 1 teachers who work in your school?

Rating	Principals Reporting (Percent)	
	Elementary ¹	Middle/Secondary ²
The Chapter 1 program does not use certified teachers	10%	11%
The Chapter 1 Program does use certified teachers		
The Chapter 1 teachers are above the average teacher	37	38
The Chapter 1 teachers are about the same as the average teacher	62	60
The Chapter 1 teachers are below the average teacher	1	2
Total	100%	100%

¹ The weighted base N for the first response is 38,955, with an item nonresponse rate of 1 percent. For the other items, the weighted base N is 34,947, with an item nonresponse rate of 0 percent.

² The weighted base N for the first response is 10,413, with an item nonresponse rate of 2 percent. For the other items, the weighted base N is 9,255, with an item nonresponse rate of 0 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 6.4

**Quality of In-Class Chapter 1 Instructional Aides,
as Reported by Elementary Teachers**

In your opinion, how qualified is the Chapter 1 aide to help students learn reading/language arts and mathematics?

Rating	Teachers Reporting (Percent)	
	Reading/Language Arts ¹	Mathematics ²
The aide can do as much as a certified teacher	28 %	22 %
The aide is well qualified, although not the equivalent of a teacher	51	62
The aide is moderately qualified	13	10
The aide has only limited skills	8	6
Total	100 %	100 %

¹ The weighted base N of classroom elementary teachers is 64,151, with an item nonresponse rate of 2 percent.

² The weighted base N of classroom elementary teachers is 54,921, with an item nonresponse rate of 0 percent.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Exhibit 6.5

Educational Attainment of Principals in Chapter 1 Schools

Highest Degree	Principals (Percent)	
	Elementary Schools ¹	Middle/Secondary Schools ²
Beyond Bachelor's but not Master's	2%	1%
Master's Degree	46	37
Specialist diploma with at least one year of course work beyond Master's Degree	43	52
Doctorate	8	9
Other	1	1

¹ The weighted base N is 38,771, with an item nonresponse rate of 2 percent.

² The weighted base N is 10,448, with an item nonresponse rate of 2 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

CHAPTER SEVEN

STAFF DEVELOPMENT

OVERVIEW

Staff development is an continuing though infrequent part of most classroom and Chapter 1 teachers' lives. The 1991-92 surveys asked specifically about in-service education rather than formal coursework for academic credit. Though the amount of time teachers report spending in staff development activities varies somewhat, over 92 percent of classroom and Chapter 1 teachers at both elementary and middle/secondary levels have participated in some in-service training over the past 12 months (roughly the 1991 calendar year).

Highlights from the surveys of Chapter 1 and regular classroom teachers are discussed below.

- Relatively little time is spent in staff development by Chapter 1 or classroom teachers. Only one-third of Chapter 1 elementary teachers and one-quarter of Chapter 1 secondary teachers have had 4 or more days of staff development over the past 12 months (including the summer). One-quarter of classroom teachers spent 4 or more days in in-service training.
- Chapter 1 elementary aides receive significantly less staff development than do Chapter 1 elementary teachers; less than 10 percent of aides participate in more than 35 hours a year, compared with nearly one-third of Chapter 1 teachers.
- Teachers report staff development on multiple topics, but on average little time is devoted to a single topic.
- The topics cited by most Chapter 1 teachers are instruction for low-achieving students, reading and language arts (for elementary teachers), higher-order thinking skills, and classroom management.
- The topics cited by most classroom teachers are reading and language arts (for elementary teachers), instruction for low-achieving students, classroom management, and curriculum content other than reading or mathematics.
- When asked to indicate the most frequent provider of staff development over the past 12 months, Chapter 1 teachers most often cited district Chapter 1 staff and independent consultants. Classroom teachers most often cited independent consultants. No single provider was cited by more than one-third of the teachers as the most often used.
- Although Chapter 1 teachers reported receiving little staff development, over 80 percent said that it helped improve instruction to some or a great extent. Over 80 percent of classroom elementary teachers concurred, compared with 67

percent of middle and secondary teachers. The utility of staff development is directly related to the amount of staff development.

- Across grade levels, classroom and Chapter 1 teachers in high-poverty schools may have somewhat more staff development than their counterparts in low-poverty schools. While there was a consistent pattern, the differences were not statistically significant.

AMOUNT OF TIME SPENT IN STAFF DEVELOPMENT ACTIVITIES

Teachers

Approximately one-third (32 percent) of Chapter 1 elementary teachers and one-quarter (26 percent) of regular teachers report having had more than 35 hours of in-service training. Exhibit 7.1 presents the amount of staff development time teachers have had during the past 12 months. Well over half the teachers report that they have participated in 16 or more hours. Translated into days, that level of participation seems much less substantial; only 61 percent of regular teachers and 68 percent of Chapter 1 teachers report having more than 2 days' worth of staff development during the past year.

Principals' estimate of the number of hours of staff development for the "typical" teacher match those of teachers; the annual average is 23 hours (or about 3 days).

Regular classroom and Chapter 1 middle and secondary teachers have similar profiles of staff development time, and the profiles resemble that for regular elementary teachers. The average number of hours, according to principals' estimates, was 19 (or 2.2 days).

Chapter 1 Teachers and Aides

At both the elementary and secondary level, Chapter 1 teachers report that staff development tends to be provided to teachers and aides together. (Fifty-six percent of elementary and 60 percent of middle and secondary teachers report joint teacher/aide in-service training.)

Chapter 1 teachers report a much higher frequency of staff development than do aides, as shown in Exhibit 7.2. Thirty-two percent of teachers, and only 9 percent of aides, report having had more than 35 hours of in-service training. Whereas 68 percent of teachers indicate 16 or more hours, only 39 percent of aides have had that amount of in-service training. Over one-quarter of aides report less than 6 hours of staff development over the past year, compared with only 7 percent of teachers. The differential in amount of staff development is substantial and statistically significant; the implications for Chapter 1 programs that rely on instructional aides are not inconsequential.

Exhibit 7.1

**Time Spent by Classroom and Chapter 1 Teachers
in Staff Development During the Past 12 Months¹**

Development Time	Classroom Teachers (Percent)		Chapter 1 Teachers (Percent)	
	Elementary ²	Middle/ Secondary ³	Elementary ⁴	Middle/ Secondary ⁵
More than 35 hours	26%	26%	32%	26%
16-35 hours	35	32	35	33
6-15 hours	27	27	26	29
Less than 6 hours	11	8	6	10
None	1	7	1	3

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N of regular elementary teachers is 488,290, with an item nonresponse rate of 0 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N of regular middle/secondary classroom teachers is 192,977, with an item nonresponse rate of 1 percent.

⁴ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 elementary teachers is 58,605, with an item nonresponse rate of 3 percent.

⁵ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 middle/secondary teachers is 18,503, with an item nonresponse rate of less than 1 percent.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 7.2

**Time Spent by Chapter 1 Elementary Teachers and Aides
in Staff Development During the Past 12 Months¹**

Development Time	Chapter 1 Teachers² (Percent)	Chapter 1 Aides³ (Percent)
More than 35 hours	32%*	9%*
16-35 hours	35	30
6-15 hours	26	35
Less than 6 hours	6*	21*
None	1	5

¹ The period involved was roughly calendar year 1991.

² The weighted base N for Chapter 1 teachers is 58,550, with an item nonresponse rate of 3 percent.

³ The weighted base N for Chapter 1 aides is 79,666, with an item nonresponse rate of 2 percent.

* A t-test between Chapter 1 teachers and Chapter 1 aides is significant at the .001 level.

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

In schools where aides provide instruction, they are typically supervised by certified teachers, whether the supervisor is at the school or district level. However, it is the aides who are likely to have more contact with children receiving Chapter 1 services. The fact that the amount of staff development for aides is so much less than that for regular teachers raises questions about the quality of instructional services.

Poverty Level and Staff Development

Some patterns in the amount of staff development by school poverty are worth noting, even though small sample sizes preclude statistically significant differences. (See Exhibit 7.3.) The general trend is for Chapter 1 teachers and classroom teachers in high-poverty schools to receive somewhat more staff development than their counterparts in low-poverty schools. Over 40 percent of Chapter 1 teachers at high-poverty elementary schools (over 75 percent of students eligible for free or reduced-price lunch) report participation in more than 35 hours of in-service training, compared with 27 percent in low-poverty schools (less than 35 percent of students eligible).

The amount of staff development reported by classroom elementary teachers does not vary substantially with poverty level, although a larger proportion (20 percent) of classroom teachers in low-poverty schools had less than 6 hours of in-service training than in high-poverty schools (10 percent).

At the middle and secondary level, classroom teachers at high-poverty schools participate in somewhat more staff development: 71 percent received at least 16 hours of staff development, contrasted with 48 percent of their colleagues at low-poverty schools. Furthermore, some 28 percent of Chapter 1 teachers in low-poverty schools received less than 6 hours of staff development, compared with 10 percent in high-poverty schools.

TOPICS COVERED IN STAFF DEVELOPMENT

Topics Covered

Teachers reported receiving staff development in many topic areas. Reading/language arts instruction was cited more frequently for both regular (65 percent) and Chapter 1 elementary teachers (70 percent) than for their middle or secondary counterparts; mathematics instruction was also mentioned more often by elementary than upper-grade classroom teachers (44 compared with 18 percent). (See Exhibit 7.4.)

Instruction of low-achieving children tied with reading/language arts as the topic most frequently mentioned by Chapter 1 elementary teachers (70 percent); it was also the topic most cited by Chapter 1

Exhibit 7.3

Time Spent in Staff Development During the Past 12 Months, by Teacher Type, Grade Level, and School Poverty

Development Time	Elementary School Poverty				Middle/Secondary School Poverty		
	<35%	35-49.9%	50-74.9%	75-100%	<35%	35-49.9%	50-100%
More than 35 hours							
Classroom teachers ²	28%	18%	27%	19%	26%	21%	31%
Chapter 1 teachers ³	28	31	25	41	19	23	23
16-35 hours							
Classroom teachers	38	31	34	43	22	30	40
Chapter 1 teachers	46	35	38	26	32	53	33
6-15 hours							
Classroom teachers	14	43	33	26	32	38	18
Chapter 1 teachers	21	29	24	30	20	22	35
Less than 6 hours							
Classroom teachers	20	6	4	10	9	10	3
Chapter 1 teachers	5	2	13	3	16	2	10
0 hours							
Classroom teachers	0	2	1	1	11	0	9
Chapter 1 teachers	0	3	0	0	13	0	0

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N of regular classroom elementary teachers is 455,020, with an item nonresponse rate of 7 percent. The weighted base N of regular middle/secondary classroom teachers is 178,355, with an item nonresponse rate of 8 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 elementary teachers is 54,942, with an item nonresponse rate of 9 percent. The weighted base N of Chapter 1 middle/secondary teachers is 16,516, with an item nonresponse rate of 11 percent.

There are no statistically significant differences at the .05 level, although the general trend is for somewhat more staff development in high-poverty than in low-poverty schools.

Source: Regular Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 7.4

**Areas in Which Regular Classroom and Chapter 1 Teachers Received
Staff Development During the Past 12 Months¹**

Development Area	Classroom Teachers (Percent)		Chapter 1 Teachers (Percent)	
	Elementary ²	Middle/Secondary ³	Elementary ⁴	Middle/Secondary ⁵
Reading/language arts instruction	65%*	33%*	70%**	52%**
Instruction for low-achieving students	46	46	70	68
Classroom management	45	50	46	56
Other curriculum content	45	41	26	35
Mathematics instruction	44*	18*	40	34
Higher-order thinking skills	38	39	48	57
School-based management	33	36	29	38
Interpreting achievement test information	30	22	36	44
Parent involvement	26	31	51	52
Integration of supplemental services	22	24	21	25
Other	19	27	18	24

¹ The period involved was roughly calendar year 1991.

² The weighted base N of regular classroom teachers is 478,388, with an item nonresponse rate of 1 percent.

³ The weighted base N of regular classroom teachers is 172,532, with an item nonresponse rate of 4 percent.

⁴ The weighted base N of Chapter 1 teachers is 58,149, with an item nonresponse rate of less than 1 percent.

⁵ The weighted base N of Chapter 1 teachers is 17,882, with an item nonresponse rate of 0 percent.

* A t-test between elementary and middle/secondary schools is significant at the .001 level.

** A t-test between elementary and middle/secondary schools is significant at the .05 level.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

teachers in the upper grades. At both grade levels, Chapter 1 teachers were much more likely to mention instruction of low-achieving children as a topic than were classroom teachers. Chapter 1 elementary teachers also more often noted that the topic of parent involvement had been covered than did their classroom colleagues (51 percent compared with 26 percent).

Amount of Time per Topic

Teachers who participate in more staff development consistently spend more time on each topic than those who have less staff development. Exhibit 7.5 presents data on the amount of time teachers devoted to each staff development area. The mean number of topics covered for Chapter 1 elementary teachers with less than 6 hours of development time was 2.1, while their colleagues who had more than 35 hours covered 5.6 topics. If we assume that one work day is equivalent to 7 hours, then those with under 6 hours spent less than 1 day over the past year on 2 topics, while those with over 35 hours -- at least 1 week's worth -- covered almost 6 topics. Middle and secondary Chapter 1 teachers with under 6 hours of development time also covered 3.8 topics, teachers who spent over 35 hours reported an average of 4.9 topics. For both grade levels, teachers whose staff development covered a larger number of topics also spent more time covering each topic than did their colleagues.

The same patterns hold for regular teachers. Elementary teachers with less than 6 hours of development time covered, on average, 2.6 topics, while those with more than 35 hours covered about 5 topics. Middle and secondary teachers with under 6 hours covered 1.5 topics, on average; those who spent over 35 hours reported a mean of 4.3 topics. Again, teachers whose staff development included a larger number of topics also spent more time covering each topic.

PROVIDERS OF STAFF DEVELOPMENT

There are a variety of in-service education providers, ranging from independent consultants and staff of local institutions of higher education to district and school staff. Regular classroom teachers at both the elementary and middle/secondary level rank the most frequently used providers quite similarly: independent consultants (30 percent), followed by staff from institutions of higher education, other district staff and teaching staff in their school (Exhibit 7.6). Among Chapter 1 teachers, the providers cited as the most frequently used are district Chapter 1 staff and independent consultants (each listed by one-third to one-quarter of Chapter 1 teachers). Staff in institutions of higher education were listed as the most frequently used by 12 to 15 percent of Chapter 1 teachers.

Exhibit 7.5

Mean Number of Topics Covered in Staff Development During the Past 12 Months,¹ by Time Spent

Development Time	Number of Topics			
	Classroom Teachers		Chapter 1 Teachers	
	Elementary ²	Middle/Secondary ³	Elementary ⁴	Middle/Secondary ⁵
More than 35 hours	5.0	4.3	5.6	4.9
16-35 hours	4.0	4.0	4.7	5.1
6-15 hours	3.9	2.8	4.1	5.0
Less than 6 hours	2.6	1.5	2.1	3.8

¹ The period involved was roughly calendar year 1991.

² The weighted base N for regular classroom elementary teachers is 483,032, with an item nonresponse rate of 0 percent.

³ The weighted base N for regular classroom middle/secondary teachers is 178,928, with an item nonresponse rate of 0 percent.

⁴ The weighted base N for Chapter 1 elementary teachers is 57,679, with an item nonresponse rate of 0 percent.

⁵ The weighted base N for Chapter 1 middle/secondary teachers is 16,934, with an item nonresponse rate of 0 percent.

Source: Regular Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 7.6

Most-Used Providers of Staff Development During the Past 12 Months, as Reported by Regular and Chapter 1 Teachers¹

Provider	Classroom Teachers Reporting (Percent)		Chapter 1 Teachers Reporting (Percent)	
	Elementary ²	Middle/Secondary ³	Elementary ⁴	Middle/Secondary ⁵
Independent consultants	30%	30%	29%	26%
Staff in institutions of higher education	18	18	15	12
Other district staff	17	22	6	6
Teaching staff in this school	16	15	7	7
District Chapter 1 staff	7	2	30	34
Teaching staff in another school	6	8	4	1
Staff in another office in the state department	3	2	1	1
Other providers	3	2	6	2
Chapter 1 Technical Assistance Center	1	0	2	7
State Chapter 1 office staff	0	1	3	6

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N for regular classroom teachers is 409,571, with an item nonresponse rate of 13 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N for regular classroom teachers is 130,263, with an item nonresponse rate of 17 percent.

⁴ Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 48,210, with an item nonresponse rate of 13 percent.

⁵ Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 12,083, with an item nonresponse rate of 25 percent.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

ROLE OF STAFF DEVELOPMENT IN IMPROVING INSTRUCTION

One question of particular interest to Chapter 1 policy makers is the role of staff development in improving instruction (Exhibit 7.7). The majority of teachers report that staff development is indeed helpful. Over 80 percent of Chapter 1 teachers at both grade levels and of regular elementary teachers report that staff development has improved instruction at least to some extent.

Few teachers at either grade level report that staff development has not helped improve instruction at all. Classroom secondary teachers are the least positive: 30 percent rated staff development as only slightly helpful, more than twice the percentage for any other group.

Teachers who have participated in greater amounts of in-service training are more likely to rate it as helpful. Exhibit 7.8 relates the perceived helpfulness of staff development to amount of training. For example, 55 percent of elementary Chapter 1 teachers with the most staff development (more than 35 hours) thought that the staff development improved instruction to a great extent; only 22 percent with the least staff development (less than 6 hours) held that view. Classroom elementary teachers resembled the Chapter 1 teachers (40 percent compared with 7 percent).

STAFF DEVELOPMENT TOPICS FOR THE FUTURE

The staff development topics teachers reported they would want in the future are very much like those they have already encountered. As Exhibit 7.9 shows, instruction for low-achieving students is the most frequently cited topic for all four categories of teacher, followed by higher-order thinking skills (cited by close to 50 percent of all four groups).

In the elementary grades, both regular and Chapter 1 teachers report that they would like more staff development on reading and language arts instruction. Chapter 1 teachers at both grade levels report that they would like more in-service training on parent involvement.

The concluding chapter addresses the extent to which Chapter 1 schools are engaged in school reform. A particular focus is on Chapter 1 schools in need of improvement.

Exhibit 7.7

Extent to Which Staff Development Has Helped Improve Instruction, as Reported by Regular and Chapter 1 Teachers

Overall, to what extent has the in-service staff development helped you improve instruction?

Extent of Improvement	Classroom Teachers Reporting (Percent)		Chapter 1 Teachers Reporting (Percent)	
	Elementary ¹	Middle/ Secondary ²	Elementary ³	Middle/ Secondary ⁴
To a great extent	27%	20%	42%	31%
To some extent	58	47	44	51
To a slight extent	13	30	9	14
Not at all	2	3	5	4

¹ The weighted base N of regular classroom teachers is 469,362, with an item nonresponse rate of 3 percent.

² The weighted base N of regular classroom teachers is 172,502, with an item nonresponse rate of 4 percent.

³ The weighted base N of Chapter 1 teachers is 56,799, with an item nonresponse rate of 9 percent.

⁴ The weighted base N of Chapter 1 teachers is 17,739, with an item nonresponse rate of 1 percent.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 7.8

Extent to Which Staff Development Has Helped Improve Instruction, As Reported by Regular and Chapter 1 Teachers, by Time Spent

Development Time	Extent of Helpfulness							
	Elementary Teachers Reporting (Percent)				Middle/Secondary Teachers Reporting (Percent)			
	To a Great Extent	To Some Extent	To a Slight Extent	Not at All	To a Great Extent	To Some Extent	To a Slight Extent	Not at All
More than 35 hours								
Regular teachers ¹	40%	56%	4%	0%	33%	30%	33%	5%
Chapter 1 teachers ²	55	37	8	0	43	31	26	0
16-35 hours								
Regular teachers	22	62	16	0	19	47	32	1
Chapter 1 teachers	43	44	10	3	41	47	12	0
6-15 hours								
Regular teachers	29	54	14	3	14	66	19	0
Chapter 1 teachers	30	57	10	4	7	85	8	1
Less than 6 hours								
Regular teachers	7	56	24	13	0	43	48	10
Chapter 1 teachers	22	34	3	41	2	30	20	49

¹ The weighted base N of regular classroom elementary teachers is 469,362, with an item nonresponse rate of 3 percent. The weighted base N of regular classroom middle/secondary teachers is 172,502, with an item nonresponse rate of 10 percent.

² The weighted base N of Chapter 1 elementary teachers is 56,010, with an item nonresponse rate of 3 percent. The weighted base N of Chapter 1 middle/secondary teachers is 16,791, with an item nonresponse rate 1 percent.

Source: Regular Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Exhibit 7.9

Staff Development Areas of Interest

Topic	Classroom Teachers Reporting (Percent)		Chapter 1 Teachers Reporting (Percent)	
	Elementary ¹	Middle/Secondary ²	Elementary ³	Middle/Secondary ⁴
Instruction for low-achieving students	71%	57%	77%	67%
Higher-order thinking skills	50	50	46	46
Classroom management	40	28	27	32
Reading/language arts instruction	37	14	50	35
Mathematics instruction	36	13	31	30
Parent involvement	32	40	48	53
Integration of supplemental services	28	15	30	34
Other curriculum content	18	20	17	12
Interpreting achievement test information	17	11	25	35
School-based management	15	19	15	23
Other	7	5	6	9

¹ The weighted base N for regular classroom teachers is 453,626, with an item nonresponse rate of 4 percent.

² The weighted base N for regular classroom teachers is 157,639, with an item nonresponse rate of 9 percent.

³ The weighted base N for Chapter 1 teachers is 58,149, with an item nonresponse rate of less than 1 percent.

⁴ The weighted base N for Chapter 1 teachers is 17,297, with an item nonresponse rate of 2 percent.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

CHAPTER EIGHT

SCHOOL REFORM AND CHAPTER 1 SCHOOLS IN NEED OF IMPROVEMENT

OVERVIEW

The Hawkins-Stafford Amendments resulted in part from dissatisfaction with the progress of students in Chapter 1 and the failure of schools to operate and maintain programs that improved performance among the lowest-achieving students. The program improvement provisions define a school in need of improvement as one in which Chapter 1 students show no achievement gains from one year to the next. Once a school is identified, the district Chapter 1 office and the school are to develop and carry out a plan for improvement. If no improvement is evident after the first full year of implementation, the state is to intervene by designing and implementing a joint state/district school improvement plan. States have a continuing oversight role until the school Chapter 1 program improves.

This chapter examines the school improvement initiatives under way in Chapter 1 schools defined as being in need of improvement and in other Chapter 1 schools. Of those identified as in need of improvement, more than two-thirds report being involved in other school improvement efforts. Over 14,500 Chapter 1 schools reported that they had been identified as a Chapter 1 school in need of improvement; 9,000 are elementary schools. Topics addressed in this chapter include identification of schools in need of improvement, major components of school improvement, relationship of Chapter 1 students and resources to improvement efforts, problems involved in implementing those efforts, and technical assistance providers. Unless otherwise noted, the Chapter 1 schools discussed here include both elementary and middle/secondary schools.

Among the key findings from the national sample of Chapter 1 schools are those discussed below.

- Two-thirds of all Chapter 1 schools reported that they were involved in formal school improvement during 1991-92. Of these schools, 40 percent were not identified as Chapter 1 schools in need of improvement.
- There is some confusion among principals and district Chapter 1 coordinators about which schools are considered in need of improvement. About 12 percent of the schools either falsely identified themselves as in need of improvement or had not been informed that they were in need of improvement.
- Principals do not regard the process of identifying schools in need of improvement as very accurate. Perhaps as a result, one-third of the principals of schools involved in both a Chapter 1 school improvement plan and another formal reform package reported changing their procedures for student assessment.

- Schools identified as being in need of improvement have a higher proportion of Chapter 1 students and higher poverty than other schools, and their principals are more likely to view student absenteeism as a moderate or serious problem.
- As was to be expected, at least two-thirds of the schools identified for Chapter 1 improvement cite low NCE gains (or NCE losses) as a reason for undertaking reform. Those who are engaged in another improvement process (alone or in conjunction with Chapter 1) are much more likely than schools engaged only in Chapter 1 improvement to cite school or district initiatives.
- Across all schools, the consensus of principals and teaching staff on effective practices is key to successful school improvement, as are evaluation data on students.
- In schools that either have no Chapter 1 improvement program or are combining it with other efforts, the single largest program components focus on schoolwide goals, including improved achievement for all students and improving the school's atmosphere or climate.
- Once a school is identified as in need of improvement, staff meetings to explore objectives and staff development become nearly universal activities. In schools where the only improvement efforts are those associated with being identified in need of improvement, these two activities outweigh all others.
- The most frequently mentioned problems in implementing reforms are lack of money and resources and limited teacher time and energy.
- Although schools typically call on many providers for technical assistance, district Chapter 1 staff and other district staff are the most frequently cited. Schools engaged in Chapter 1 school improvement are much more likely to cite district and state Chapter 1 staff or Chapter 1 Technical Assistance Center staff than schools not so identified. Each was cited by at least half the schools.

IDENTIFYING SCHOOLS IN NEED OF IMPROVEMENT

Aggregate performance measures are used to identify Chapter 1 schools as in need of improvement. According to U.S. Department of Education regulations, a school meets the minimum level of adequate performance if Chapter 1 students show a normal curve equivalent (NCE) gain greater than zero.¹

There appears to be some misunderstanding between Chapter 1 schools and their district offices about identification of schools in need of improvement. About 12 percent of the schools either so identified themselves when the district did not, or did not so identify themselves when the district did.

¹ State Chapter 1 offices and district Chapter 1 offices may set higher standards for aggregate performance. They may also use other performance measures called "desired outcomes."

There are several possible explanations for the discrepancies. Some principals assumed that being a school in need of improvement meant simply being a Chapter 1 school; this is the case with a few schools that reported they were identified in the late 1960s. Another reason may be district record-keeping. Principals were asked to note whether the school had ever been identified as in need of improvement; and although districts were asked the same question, they may have provided the current list of schools rather than the complete list. It is also conceivable that some schools have yet to be informed of their status. In our visits to 27 districts in the 1990-91 school year, we found that several districts had not informed schools that they were in need of improvement if they were engaged in other school improvement initiatives or operated a schoolwide project.

For this report, we have defined schools in need of improvement as those whose principals said they had begun Chapter 1 improvement after student achievement test data for the 1988-89 school year were available.

Principals did not perceive the identification as particularly accurate (Exhibit 8.1). Principals of schools that were engaged in both types of improvement activities gave the accuracy of the identification process low marks; only 28 percent, for example, rated the process "good." These findings are in line with Chapter 1 district coordinators' assessment in 1990-91. Among districts with schools identified as in need of improvement, only 27 percent rated the accuracy of the process as "good," 41 percent as "fair," and 32 percent as "poor" (Millsap et al., 1992, p. 2-2). Principals of schools engaged only in Chapter 1 improvement, on the other hand, rated the accuracy of the process higher; 40 percent called it "good," although the small sample size precluded the difference being statistically significant. The higher ratings may be related to school poverty level; 75 percent of these schools have poverty rates of at least 60 percent. It is possible that their principals observed the effect of high poverty and believed that the school was in need of improvement without consulting test data. The schools participating in both school reform and Chapter 1 improvement have the same poverty distribution as Chapter 1 schools generally.

CHARACTERISTICS OF CHAPTER 1 SCHOOLS IN NEED OF IMPROVEMENT

Chapter 1 schools where students showed no NCE gain (or a loss) differed from those where students showed greater gains than other students (Exhibit 8.2). The poorer-performance schools had somewhat higher school poverty rates (57 percent versus 46 percent), enrolled somewhat fewer students (409 versus 507), and had a proportionately larger Chapter 1 enrollment (25 percent versus 19 percent). Principals of schools identified were more likely than their counterparts in non-identified schools to rate student absenteeism as a moderate or serious problem. Twenty-seven percent of principals in poorly

Exhibit 8.1

**Perceived Accuracy of Identifying Schools as in Need
of Improvement, as Reported by Principals**

Accuracy	Principals Reporting (Percent)	
	Formal School Improvement and School in Need of Improvement ¹	School in Need of Improvement Only ²
Good	28%	40%
Fair	42	40
Poor	30	20
Total	100%	100%

¹ The weighted base N is 9,047, with an item nonresponse rate of 1 percent.

² The weighted base N is 5,412, with an item nonresponse rate of 0 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.2

**Characteristics of Schools in Need of Improvement,
Compared with Schools not so Identified**

Characteristic	Schools in Need of Improvement	Schools Not Identified as in Need of Improvement
Median Total Student Enrollment	409	507
Median School Poverty Rate	57%	43%
Median Percentage of Chapter 1 Enrollment to Total School Enrollment	25%	20%
Percent of Principals Perceiving Student Mobility as a Serious Problem	15%	8%
Percent of Principals Perceiving Student Absenteeism as a Moderate or Serious Problem	27%	15%

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

performing schools rated student absenteeism as a moderate or serious problem, compared with 15 percent of principals in schools where Chapter 1 students had made academic gains.

UNDERTAKING FORMAL SCHOOL IMPROVEMENT

Most schools that undertook improvement efforts other than Chapter 1 program improvement reported that they did so upon the decision of the school leadership and/or teachers (75 percent) (Exhibit 8.3). Sixty-five percent also cited a district school improvement or restructuring plan. Only 13 percent mentioned low NCE gains as a catalyst, in contrast to at least two-thirds of the schools engaged in Chapter 1 improvement (either alone or in tandem with another formal effort). About one-third of the schools engaged exclusively in Chapter 1 school improvement mentioned state, district or school initiatives. Low percentile rankings of students on standardized tests stimulated little improvement effort; fewer than one-third of the schools in any category mentioned percentile rankings.

FACILITATING SCHOOL IMPROVEMENT

All principals in schools engaged in improvement activities ranked the same activities as the most useful. Leading the list was building consensus between principal and teaching staff on effective practices (Exhibit 8.4); between 32 percent and 40 percent of principals rated it as the single most useful activity. Next most frequently mentioned were testing and other evaluation data on students, with schools identified for Chapter 1 program improvement somewhat more likely to regard these data as most useful (31 and 35 percent) than schools non-identified (23 percent). Recommendations from teaching staff were in third place, mentioned by 11 percent to 20 percent of the principals. Research on effective practices was a close fourth in 15 percent of schools engaged in formal improvement activities and a more distant fourth in schools engaged only in Chapter 1 program improvement (6 percent).

COMPONENTS OF SCHOOL IMPROVEMENT

For schools engaged in formal school improvement, whether exclusively or coupled with Chapter 1 improvement, the largest components cited by principals focused on schoolwide goals: raising the achievement level of all students (29 percent and 23 percent, respectively); creating high expectations for student performance (20 percent and 19 percent); and improving the school's atmosphere or climate (18 percent and 21 percent). (See Exhibit 8.5.) Improving the performance of low-achieving students ranked fourth (11 percent and 15 percent, respectively). Those schools engaged in some formal school improvement process were much more likely than those identified for Chapter 1 improvement only to rate as most important either raising the achievement level of all students or improving school climate.

Exhibit 8.3

Reasons for Undertaking Formal School Improvement, as Reported by Principals

Reason	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
Decision of school leadership and/or teachers to improve the school	75%*	48%*	31%*
A district school improvement or restructuring plan	65**	50**	33**
A state school improvement initiative	48	51	35
Low percentile rankings of students on standardized tests	25	29	31
Low NCE gains (or NCE losses) by students	13*	65*	73*
Other	7	4	0

¹ The weighted base N is 19,395, with an item nonresponse rate of 0 percent.

² The weighted base N is 9,097, with an item nonresponse rate of 0 percent.

³ The weighted base N is 4,028, with an item nonresponse rate of 14 percent.

Totals add to more than 100 percent, because principals checked multiple responses.

* A t-test between formal school improvement and schools in need of improvement (either alone or in tandem with other efforts) are significant at the .001 level.

** A t-test between formal school improvement and formal improvement in conjunction with Chapter 1 improvement is significant at the .05 level. A t-test between formal school improvement and only Chapter 1 improvement is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.4

The Most Useful Activity in Facilitating School Improvement, as Reported by Principals

Activity	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
Consensus between principal and teaching staff on effective practices	39%	40%	32%
Testing and other evaluation data on students	23	31	35
Recommendations of the teaching staff	14	11	19
Research on effective practices	15	10	6
Recommendations of district staff	5	4	2
Recommendations of the principal	2	3	1
Other	3	1	3

¹ The weighted base N is 18,228, with an item nonresponse rate of 6 percent.

² The weighted base N is 8,741, with an item nonresponse rate of 4 percent.

³ The weighted base N is 3,755, with an item nonresponse rate of 19 percent.

Column totals do not add to 100 percent due to rounding.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.5

Single Largest Component of School Improvement, as Reported by Principals

Component	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
Raising the achievement levels of all students	29%*	23%	9%*
Creating high expectations for student performance	20	19	18
Improving the school's atmosphere or climate	18**	21	6**
Improving the performance of low-achieving students	11	15	25
Improving discipline and safety	5	2	5
Increasing consensus on school goals	5	1	1
Increasing teacher classroom management skills	5	2	5
Improving use of staff development	4	10	15
Increasing parent involvement	4	5	10
Increasing the amount of time teacher spend with students in individual help	1	6	3
Enlarging the role of the school leader over instructional decisions	1	1	2
Other	0	1	4

¹ The weighted base N is 18,440, with an item nonresponse rate of 5 percent.

² The weighted base N is 8,990, with an item nonresponse rate of 1 percent.

³ The weighted base N is 3,888, with an item nonresponse rate of 17 percent.

Column totals do not add to 100 percent due to rounding.

* A t-test is significant at the .001 level.

** A t-test is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

For schools engaged solely in Chapter 1 improvement, on the other hand, the top-ranked component (as one would expect) was improving the performance of low-achieving students (24 percent). There were no statistically significant differences, however, in how often this component was cited as the most important between those engaged only in Chapter 1 improvement and those engaged in other school reform (with or without Chapter 1). One schoolwide objective -- creating high expectations for student performance -- was noted as the single largest component by 19 percent of the principals, followed by staff development (15 percent) and increasing parent involvement (10 percent).

ACTIVITIES IN CHAPTER 1 SCHOOL IMPROVEMENT

Most schools reported undertaking several activities after being identified as in need of improvement. In fact, each of the 10 activities listed was cited by almost 20 percent of the schools (Exhibit 8.6). Virtually all principals (97 percent) reported that meetings were held with various staff to examine Chapter 1 and school objectives and performance.

For schools engaged only in Chapter 1 improvement, additional staff development was also very widespread (86 percent, and significantly more so than in the schools also engaged in other reform efforts. Meetings and staff development seem to predominate in these schools. The next most frequently cited activity (adopting a new instructional approach in Chapter 1) was a distant third, reported by 51 percent of schools.

Among schools where formal school improvement is linked with Chapter 1 improvement, additional staff development is also common (63 percent of schools), but vied in popularity with adopting a new instructional approach in Chapter 1 (64 percent).

A sizable minority of schools also altered the mechanism by which schools are identified as in need of improvement. Just over one-third (34 percent) of the schools with both formal school improvement and Chapter 1 school improvement activities reported changing student assessment procedures, as did 23 percent of those with only Chapter 1 improvement programs. This change is not surprising, given the extent of principals' dissatisfaction with the accuracy of the identification process.

EMPHASIS ON CHAPTER 1 STUDENTS AND RESOURCES

As shown in Exhibit 8.7, schools engaged only in Chapter 1 program improvement were much more likely to see Chapter 1 students as their only or major focus (82 percent of schools) than were schools engaged in other improvement activities, even when the latter activities were done in conjunction

Exhibit 8.6

Activities Undertaken as Part of Chapter 1 School Improvement, as Reported by Principals

Activity	Principals Reporting (Percent)	
	Formal School Improvement and School in Need of Improvement ¹	School in Need of Improvement Only ²
Meetings with various staff to examine Chapter 1 and school objectives and performance	96%	98%
Additional staff development	63*	86*
Adopting a new instructional approach in Chapter 1	64	51
Adding a new focus (e.g., more advanced skills) to the existing program design for Chapter 1	46	43
Adding a new focus to existing regular classroom instruction	41	32
Adopting a new instructional approach in the regular classroom	40	32
Changing the location of Chapter 1 services (e.g., from pullout to in-class or vice versa)	36	30
Changing student assessment procedures	34	23
Changing the staff of Chapter 1 services	34	35
Changing the grade levels for Chapter 1 services	23	17
Other	7	25

¹ The weighted base N is 8,999, with an item nonresponse rate of 1 percent.

² The weighted base N is 5,419, with an item nonresponse rate of 0 percent.

Column totals add to more than 100 percent because principals checked multiple responses.

* A t-test is significant at the .001 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.7

Chapter 1 Students as the Focus of School Improvement, as Reported by Principals

To what extent are Chapter 1 students a focus of the school improvement initiative?

Chapter 1 Student	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
The only focus	2%	3%	9%
A major focus but not the only focus	40	43	73
Some focus but not the major focus	52	53	17
Not a focus	6	1	0
Total	100%	100%	100%

¹ The weighted base N is 18,993, with an item nonresponse rate of 2 percent.

² The weighted base N is 9,068, with an item nonresponse rate of less than 1 percent.

³ The weighted base N is 3,978, with an item nonresponse rate of 15 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

with Chapter 1 improvement (42 percent and 46 percent of schools, respectively). Even so, principals in schools engaged only in Chapter 1 program improvement did not necessarily see Chapter 1 students as the only focus of their efforts: 17 percent saw them as "some focus but not the major focus" of the improvement initiative.

The schools engaged only in Chapter 1 program improvement are also more likely to cite Chapter 1 resources as the only resource or a major resource for their efforts (75 percent of schools) than are schools engaged in other improvement efforts (25 percent and 33 percent, respectively) (Exhibit 8.8). The schools combining Chapter 1 program improvement with other initiatives reported that Chapter 1 funds make some contribution (58 percent of schools). Schools not identified as schools in need of improvement relied less on Chapter 1 funds; 31 percent reported using no Chapter 1 resources.

MAJOR PROBLEMS IN IMPLEMENTING SCHOOL IMPROVEMENT

All schools report problems in implementing reforms. Two of the top three implementation problems across all schools were (1) money and/or resources and (2) teacher time and energy (Exhibit 8.9). They were cited by at least 40 percent of the schools as a "major problem." The third most frequent major problem cited by Chapter 1 schools in need of improvement was lack of parent involvement (38 percent). Schools not identified as in need of improvement cited arranging for staff development (29 percent) to round out the top three, perhaps because they are likely to have schoolwide objectives that include all staff.

TECHNICAL ASSISTANCE PROVIDERS

Virtually all schools (98 percent) engaged in Chapter 1 school improvement received technical assistance from at least one provider (Exhibit 8.10). Of the schools not identified as Chapter 1 schools in need of improvement, a surprisingly high proportion (14 percent) reported that no one had assisted them in their improvement efforts.

Schools that had technical assistance have three main characteristics.

- These schools call on multiple providers; for example, more than 50 percent mentioned at least four providers. The frequency and intensity of the technical assistance are not known.
- More schools mentioned district staff, especially Chapter 1 staff, than any other source of technical assistance. This is true even for Chapter 1 schools not identified as in need of improvement.

Exhibit 8.8

**Chapter 1 Resources as Part of School Improvement,
as Reported by Principals**

To what extent are Chapter 1 resources the central resources for the school improvement initiative?

Chapter 1 Resources	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
The only resources	2%	2%	14%
A major resource but not the only resource	23	31	61
Some contribution but not a major contribution	45	58	25
Not using Chapter 1 resources	31	9	0
Total	100%	100%	100%

¹ The weighted base N is 19,245, with an item nonresponse rate of 1 percent.

² The weighted base N is 9,029, with an item nonresponse rate of 1 percent.

³ The weighted base N is 3,896, with an item nonresponse rate of 16 percent.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.9

Major Problems¹ in Implementing School Improvement, as Reported by Principals

Problem	Principals Reporting (Percent)		
	Formal School Improvement Only ²	Formal School Improvement and School in Need of Improvement ³	School in Need of Improvement Only ⁴
Money and/or resources	53%	39%	43%
Teacher time and energy	49	46	46
Arranging for staff development	29	24	17
Constraints of the physical plant	19	21	14
Lack of parent involvement	22	38	39
Maintaining communication about the effort	13	9	21
Slow progress in reaching goals	12	15	14
Lack of staff skills that were required	6	11	5
Unanticipated crises	2	7	6
Staff disagreement over goals	2	3	2

¹ The other responses were "minor problem" and "no problem."

² The weighted base N varies with the item. Item nonresponse rate varies from 1 percent to 3 percent.

³ The weighted base N varies with the item. Item nonresponse rate varies from 0 percent to 6 percent.

⁴ The weighted base N varies with the item. Item nonresponse rate varies from 14 percent to 23 percent.

Totals add to more than 100 percent because principals checked multiple responses.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Exhibit 8.10

Providers of Assistance in School Improvement, as Reported by Principals

Provider	Principals Reporting (Percent)		
	Formal School Improvement Only ¹	Formal School Improvement and School in Need of Improvement ²	School in Need of Improvement Only ³
No providers have assisted the school in its improvement process	14%	2%	0%
District Chapter 1 staff	65*	87*	92*
Other district staff	66	68	63
Independent consultants	59	44	42
Staff in institutions of higher education	52	49	46
Other staff in State offices	41	25	33
State Chapter 1 office staff	29**	51**	69**
Chapter 1 Technical Assistance Center (TAC/R-TAC) staff	26***	50***	54***
Regional education laboratory or national education research center staff	24	14	11
Other providers	15	25	16

¹ The weighted base N is 18,818, with an item nonresponse rate of 3 percent.

² The weighted base N is 8,905, with an item nonresponse rate of 2 percent.

³ The weighted base N is 3,938, with an item nonresponse rate of 27 percent.

Totals add to more than 100 percent because principals checked multiple responses.

* A t-test between formal improvement and formal improvement combined with Chapter 1 program improvement is significant at the .01 level. A t-test between formal improvement and Chapter 1 improvement only is significant at the .001 level.

** A t-test between formal improvement and formal improvement combined with Chapter 1 program improvement is significant at the .05 level. A t-test between formal improvement and Chapter 1 improvement only is significant at the .001 level.

*** A t-test between formal school improvement and schools in need of improvement either alone or in tandem with another school improvement effort is significant at the .01 level.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

- Schools engaged in Chapter 1 school improvement are much more likely to cite assistance from district and state Chapter 1 staff or Chapter 1 Technical Assistance Center staff than schools not so identified.

District Chapter 1 staff were cited more frequently by schools engaged in Chapter 1 school improvement (87 percent and 92 percent) than by schools not identified as in need of improvement (65 percent), although they were the top provider in all instances. Other district staff were mentioned next most frequently (63 to 68 percent of schools). Assistance most often took the form of school visits, followed by workshop sponsorship. It is not surprising that district staff heads the list of technical assistance providers; they are the only ones who are within easy reach.

The third most frequently mentioned technical assistance provider varied with the type of improvement effort. Principals of schools engaged only in Chapter 1 improvement most often cited the State Chapter 1 office staff (69 percent of principals), usually for sponsoring workshops. Next most frequently involved were the Chapter 1 Technical Assistance Centers (54 percent) and staff in institutions of higher education (47 percent). For schools doing formal improvement in addition to Chapter 1 improvement, there is a three-way tie for third place among the State Chapter 1 office, Chapter 1 Technical Assistance Centers, and staff in institutions of higher education. Each was cited by about half of the schools. State Chapter 1 staff were likely to engage in telephone conversations, while the others were noted primarily for sponsoring workshops.

For schools engaged in school improvement but not identified as in need of improvement, the third most frequently mentioned source of technical assistance was independent consultants (59 percent of schools), with staff in institutions of higher education not far behind (52 percent). These providers were mentioned primarily for sponsoring workshops. Although the State Chapter 1 office and Technical Assistance Centers were less often mentioned by the principals of schools not identified as being in need of improvement, over one-quarter mentioned them.

The appendices that follow contain copies of the surveys, describe the research methods in detail, and provide standard errors for select exhibits.

APPENDIX A

Principal Survey of Chapter 1 Implementation

Principal Survey of Chapter 1 Implementation

(Mailing Label)

This survey is part of a study sponsored by the U.S. Department of Education. We appreciate your cooperation. This is the only study of Chapter 1 that will provide national estimates of school practices under the Hawkins-Stafford Amendments of 1988.

Please take time now to answer all the questions and return the questionnaire in the enclosed envelope to:

**Abt Associates, Inc.
Survey of Chapter 1 Implementation
101 North Wacker Drive, Suite 700
Chicago, IL 60606**

Please return the completed survey by November 17, 1991

All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452).

Chapter I Implementation Study

This survey is being conducted for the Planning and Evaluation Services in the U.S. Department of Education. Congress has mandated this study, and the Department of Education policymakers and practitioners are equally interested in the results. We will work with you to ensure that the response burden is minimized and to address any of your concerns. The information gathered from the study will be used to inform federal policy makers and program managers about Chapter 1 program operations since the passage of the Hawkins-Stafford Amendments of 1988. Study results will be used to inform the re-authorization of the Chapter 1 program.

While your participation is required under section 75.591 of the Education Department General Administrative Regulations, we have worked with the instrument to reduce the burden to the extent possible. This survey has been sent to only 1,000 principals of Chapter 1 schools around the country, so your response is very important.

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, DC 20503.

If you have any questions about the survey please call Mary Hess, Survey Director at Abt Associates Inc., at 1-800-362-9988.

Thank you for your time and cooperation.

GENERAL INFORMATION

The first seven questions in this survey (questions A-1 through A-7) may be answered by someone on the principal's staff. However, all other questions in this survey must be answered by the principal.

A-1 Which of the following best describes the area in which the majority of your school's students reside. **CHECK ONLY ONE.**

- a Urban/central city _____
- b. Urban fringe/suburban _____
- c. Small town or community (more than 50 miles
from major metropolitan area) _____
- d. Rural _____

A-2 Circle the grades that are taught in your school. **CIRCLE ALL THAT APPLY.**

Pre-K K 01 02 03 04 05 06 07 08
09 10 11 12 Ungraded

A-3 Please indicate the total number of students, and the number of Chapter 1 students, enrolled in your school as of October 1, 1991.

TOTAL STUDENT ENROLLMENT: _____
CHAPTER 1 STUDENT ENROLLMENT: _____

A-4 Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced price lunch?

PERCENT OF STUDENTS ELIGIBLE FOR FREE OR
REDUCED PRICE LUNCH: _____ %

A-5 Please estimate, for the 1990-1991 school year, the percent of students who were enrolled in the school at the beginning of the school year and who stayed in the school for the entire year:

PERCENT OF STUDENTS WHO STAYED ALL YEAR: _____ %

- A-6 Please estimate the percent of students who, at the end of the 1990-1991 school year, did not return to this school by October 1, 1991. Do not include students who graduated from the school.

PERCENT OF STUDENTS FROM LAST YEAR
WHO DID NOT RETURN THIS YEAR:

____%

- A-7 For the current academic year, please provide your best estimate of the number of full-time equivalent (FTE) staff funded by Chapter 1. Include FTE staff of any itinerant district-level staff who provide services in your building. A full-time employee is counted as 1.0 FTE; a half time employee is counted as .5 FTE. If none, enter "0".

STAFF	FTE STAFF FUNDED BY CHAPTER 1
a. Administrative staff	_____
b. Teachers of remedial reading/language arts and/or math	_____
c. Teachers of bilingual education/English as a Second Language	_____
d. Teacher aides	_____
e. Parent liaisons, home-school coordinators, etc	_____
f. Social worker, counselor, nurse, psychologist	_____
g. Other (Please specify _____ _____)	_____
TOTAL:	_____

A-8 Indicate the degree to which each of the following is a problem in your school.
CIRCLE ONE RESPONSE ON EACH LINE.

	NOT A PROBLEM	MINOR PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM
a. Student tardiness or class cutting .	1	2	3	4
b. Student absenteeism .	1	2	3	4
c. Student mobility .	1	2	3	4
d. Physical conflicts among students .	1	2	3	4
e. Vandalism or theft .	1	2	3	4
f. Student disrespect for teachers .	1	2	3	4
g. Lack of parental supervision .	1	2	3	4
h. Inadequate nutrition or rest among students .	1	2	3	4
i. Substance abuse by students or family members .	1	2	3	4
j. Student apathy .	1	2	3	4
k. Teenage pregnancy .	1	2	3	4
l. Students dropping out .	1	2	3	4

A-9 At the end of this school year, how many years will you have been a principal in this school?

NUMBER OF YEARS: _____

A-10 What is the highest level of education you have achieved? CHECK ONLY ONE.

- a. Less than a bachelor's degree _____
- b. A bachelor's degree _____
- c. At least one year of course work beyond a bachelor's, but not a graduate degree _____
- d. A master's degree _____
- e. An education specialist or professional diploma based on at least one year of course work past the master's degree level _____
- f. A doctorate degree _____
- g. First professional degree (e.g., M.D., LL.B., J.D., DDS) _____
- h. Other (Please specify _____)
_____) _____

CHAPTER 1 PROGRAM DESIGN

B-1 Check the Chapter 1 projects operating in your school during the 1991-1992 school year.
CHECK ALL THAT APPLY.

- a. In-class projects (Students receive Chapter 1 instruction in the regular classroom) ☐
- b. Limited pullout projects (Students receive Chapter 1 instruction outside of the regular classroom that does not exceed 25% of the total instructional time in that subject matter, e.g., 30 minutes a day) ☐
- c. Replacement or excess cost model (Chapter 1 students receive services that replace all or part of their regular instruction, and Chapter 1 is a self-contained part of this program) ☐
- d. Extended pullout projects (Students receive Chapter 1 instruction outside of the regular classroom that exceeds 25% of the total instructional time in that subject matter) ☐
- e. Add-on projects during the regular school year (Students receive Chapter 1 instruction before or after school or on weekends) ☐
- f. Summer projects (Students receive Chapter 1 instruction during a summer session) ☐
- g. Preschool program (Chapter 1 students receive preschool programs) ☐
- h. Kindergarten programs (Chapter 1 students are provided a full-day kindergarten rather than the standard half-day kindergarten) ☐
- i. Computer-assisted Chapter 1 instruction ☐
- j. Other (Please specify _____) ☐

B-2 Check the Chapter 1 subjects offered in your school during the 1991-1992 school year.
CHECK ALL THAT APPLY.

- a. Reading ☐
- b. Language Arts ☐
- c. Mathematics ☐
- d. ESL (English as a Second Language) ☐
- e. Other (Please specify _____) ☐

- B-3 Circle the grade or grades for which your school provides Chapter 1 services.
CIRCLE ALL THAT APPLY.

Pre-K K 01 02 03 04 05 06 07 08

09 10 11 12 Ungraded

- B-4 Has the Chapter 1 program in your school changed in the last three years (from 1988-89 to 1991-92)? CHECK ONLY ONE.

Yes
No (GO TO B-9)
Don't Know (GO TO B-9)
There was no Chapter 1 program
in the school in 1988 - 1989 (GO TO B-9)

- B-5 How has the design of the Chapter 1 program in your school changed in the past three years? Compare Chapter 1 during the 1988-89 school year with Chapter 1 during the 1991-92 school year. CIRCLE ONE ANSWER IN EACH ROW.

- a. Number of children served:

More during 1988-89	No Difference	More during 1991-92	Don't Know
------------------------	------------------	------------------------	---------------

- b. Chapter 1 instructional time per student:

More during 1988-89	No Difference	More during 1991-92	Don't Know
------------------------	------------------	------------------------	---------------

- c. Proportion of Chapter 1 instructional staff who are teachers rather than aides:

More during 1988-89	No Difference	More during 1991-92	Don't Know
------------------------	------------------	------------------------	---------------

- d. Number of instructional areas served:

More during 1988-89	No Difference	More during 1991-92	Don't Know
------------------------	------------------	------------------------	---------------

- e. Number of grade levels served:

More during 1988-89	No Difference	More during 1991-92	Don't Know
------------------------	------------------	------------------------	---------------

B-6 Check the Chapter 1 projects that were operated in this school during the 1988 - 1989 school year. CHECK ALL THAT APPLY.

- a. In-class projects (Students receive Chapter 1 instruction in the regular classroom) ☐
- b. Limited pullout projects (Students receive Chapter 1 instruction outside of the regular classroom that does not exceed 25% of the total instructional time in that subject matter, e.g., 30 minutes a day) ☐
- c. Replacement or excess cost model (Chapter 1 students receive services that replace all or part of their regular instruction, and Chapter 1 is a self-contained part of this program) ☐
- d. Extended pullout projects (Students receive Chapter 1 instruction outside of the regular classroom that exceeds 25% of the total instructional time in that subject matter) ☐
- e. Add-on projects during the regular school year (Students receive Chapter 1 instruction before or after school or on weekends) ☐
- f. Summer projects (Students receive Chapter 1 instruction during a summer session) ☐
- g. Preschool program (Chapter 1 students receive preschool programs) ☐
- h. Kindergarten programs (Chapter 1 students are provided a full-day kindergarten rather than the standard half-day kindergarten) ☐
- i. Computer-assisted Chapter 1 instruction ☐
- j. Other (Please specify _____) ☐

B-7 Were you involved in the decision to change the Chapter 1 program?

- Yes ☐
- No (GO TO B-9) ☐

B-8 Please indicate whether the Chapter 1 program in your school changed for any of the following reasons. CHECK ALL THAT APPLY.

Students

- a. Wanted Chapter 1 students to have more instructional time —
- b. Wanted Chapter 1 students to have instruction more closely tied with regular classroom instruction —
- c. Wanted Chapter 1 students to have focused instruction without distractions —
- d. Wanted to extend Chapter 1 services to more students —
- e. Wanted to concentrate Chapter 1 services on fewer students —

Space

- f. Less space available within the school building —
- g. Availability of more space within the school building —

Resources

- h. Increase in the Chapter 1 allocation —
- i. Reduction in the Chapter 1 allocation —

Providers

- k. Wanted more Chapter 1 services delivered by certified professionals —
- l. Wanted more Chapter 1 services delivered by aides —
- m. Wanted to add a computer laboratory —

Grades Served

- n. Wanted Chapter 1 to operate in more grades —
- o. Wanted Chapter 1 to operate in fewer grades —

Other

- p. Other (please specify _____) —

B-9 Please indicate whether or not the following statements reflect your school's policies. CHECK "YES," "NO," or "NOT APPLICABLE (N/A)" ON EACH LINE.

	YES	NO	NA
a. Special education students <u>can receive</u> Chapter 1 services	___	___	___
b. Students with Limited English Proficiency <u>can receive</u> Chapter 1 services	___	___	___
c. Chapter 1 students <u>can receive</u> state or district compensatory education	___	___	___

B-10 At any time over the past five years, has this school experienced a decrease in Chapter 1 resources because of improved student performance? CHECK ONLY ONE.

- a. Yes ___
- b. No ___
- c. Chapter 1 resources declined, but I am not sure of the reason ___
- d. Don't know whether Chapter 1 resources have declined ___

B-11 If the level of poverty in this school has ever been at least 75 percent, have you considered having a Chapter 1 school wide project? CHECK ALL THAT APPLY.

- a. NOT APPLICABLE; poverty level has not been that high (GO TO B-12) ___
- b. Not familiar with this option (GO TO B-12) ___
- c. We applied for a school wide project and are operating as a school wide project (GO TO B-12) ___
- d. We applied for a school wide project, but this application was rejected ___
- e. We are still considering the option ___
- f. Considered this option, but planning requirements appeared cumbersome ___
- g. Considered this option, but did not like the accountability requirements ___
- h. We prefer to continue with targeted Chapter 1 services ___
- i. District staff discouraged use of this option ___
- j. State staff discouraged use of this option ___

- B-12 If you could design a Chapter 1 program "from scratch" and spend the same level of Chapter 1 funds you now receive for any instructionally valid purpose, and without the restrictions that now apply, how would you invest in the following? CIRCLE ONE RESPONSE ON EACH LINE.

	NO INVEST- MENT	A MINOR INVEST- MENT	A MODERATE INVESTMENT	A MAJOR INVEST- MENT
a. Hiring teachers to provide instruction to low achievers	0	1	2	3
b. Hiring classroom teachers to reduce class size overall	0	1	2	3
c. Hiring instructional aides	0	1	2	3
d. Providing or expanding preschool for four-year-olds	0	1	2	3
e. Providing or expanding extended-day kindergarten	0	1	2	3
f. Hiring counselors or psychologists ...	0	1	2	3
g. Hiring social workers or parent liaisons to work with families	0	1	2	3
h. Purchasing computers and software ...	0	1	2	3
i. Purchasing instructional equipment and materials other than computers ...	0	1	2	3
j. Providing staff development	0	1	2	3
k. Other (Please specify _____) _____)	0	1	2	3

CHAPTER 1 TESTING

- C-1 What testing information does the district Chapter 1 office provide to your school?
CHECK ALL THAT APPLY.

NOT APPLICABLE; we received no testing information
from the district Chapter 1 office (GO TO D-1)

- a. NCE (normal curve equivalent) scores on
individual Chapter 1 students
- b. NCE gains on individual Chapter 1 students
- c. NCE scores for each grade level
- d. NCE gains for each grade level
- e. Percentile rankings on individual Chapter 1
students
- f. Percentile gains on individual Chapter 1
students
- g. Percentile rankings at the grade level
- h. Percentile gains at the grade level
- i. Other (Please specify _____)
.....
- j. Don't Know

CHARACTERISTICS OF CHAPTER 1 AND REGULAR CLASSROOM TEACHERS

- D-1 Compared to the regular teachers, how would you rate the quality of Chapter 1 teachers
who work in your school? CHECK ONLY ONE.

- a. The Chapter 1 program does not use certified
teachers (GO TO E-1)
- b. The Chapter 1 teachers are above the
average teacher
- c. The Chapter 1 teachers are about the
same as the average teacher
- d. The Chapter 1 teachers are below the
average teacher

STAFF DEVELOPMENT

- E-1 During the 1990-1991 school year (including Summer 1991), approximately how many hours of staff development did the typical teacher in your school receive? Enter "00" if teachers did not receive any staff development.

HOURS PER TEACHER _____

- E-2 During the 1990-1991 school year (including Summer 1991), in what areas did teachers in your school receive staff development? CHECK ALL THAT APPLY.

- a. Instruction for low achieving students _____
- b. Interpreting achievement test information _____
- c. Classroom management techniques _____
- d. Reading/Language Arts instruction _____
- e. Mathematics instruction _____
- f. Higher order thinking skills _____
- g. Other curriculum content _____
- h. School based management _____
- i. Parent involvement _____
- j. Integration of supplemental services _____
- k. Other (Please specify _____) _____

- E-3 During the 1990-1991 school year (including Summer 1991), who were the top 3 providers of staff development? RANK the top 3 providers, where "1" was the primary provider of staff development. Please mark with 1, 2 and 3. Do NOT use a check mark.

TOP THREE PROVIDERS
(Mark 1, 2 and 3)

- a. Staff in institutions of higher education _____
- b. Independent consultants _____
- c. District Chapter 1 staff _____
- d. Other district staff _____
- e. Teaching staff in this school _____
- f. Teaching staff in another school _____
- g. Chapter 1 Technical Assistance Center staff _____
- h. State Chapter 1 office staff _____
- i. Staff in another office in the State Department _____
- j. Other providers _____

COORDINATION BETWEEN CHAPTER 1 AND THE REGULAR SCHOOL PROGRAM

F-1 How would you rate the overall quality of coordination between the Chapter 1 program and the regular school program? CHECK ONLY ONE.

- a. Excellent —
- b. Good —
- c. Fair —
- d. Poor —

ACTIVITIES WITH PARENTS

G-1 Please indicate the activities which occur at your school. CHECK ALL THAT APPLY.

- a. Teachers give parents interim reports during grading periods —
- b. Teachers request parents to sign off on homework —
- c. Regular teachers visit parents —
- d. Regular teachers call parents —
- e. Chapter 1 teachers/aides visit parents of Chapter 1 children —
- f. Chapter 1 teachers/aides call parents —

G-2 The following activities relate to your school's overall instructional program during the current school year. Please indicate the extent to which parents of any students are involved in these activities. CIRCLE ONE RESPONSE ON EACH LINE.

	VERY INVOLVED	SOMEWHAT INVOLVED	NOT INVOLVED	ACTIVITY NOT OFFERED
a. Attending meetings of the parent- teacher association	1	2	3	4
b. Informal parent-teacher contacts	1	2	3	4
c. Attending meetings of parent advisory organization for special programs	1	2	3	4
d. Advising on the design of special programs	1	2	3	4
e. Participating in policy decisions	1	2	3	4
f. Serving as volunteers in the school	1	2	3	4
g. Fund raising and other support activities	1	2	3	4
h. Helping the students with school- work at home	1	2	3	4
i. Participating in school-based adult education or family literacy program	1	2	3	4

ACTIVITIES WITH PARENTS OF CHAPTER 1 CHILDREN

- G-3 The following activities are related to parent involvement with Chapter 1. In the left column, please check all Chapter 1 activities your school plans to have during the 1991-1992 school year. After you have checked the relevant activities, please RANK the 3 activities which you feel are most effective in facilitating the Chapter 1 program, where "1" is the most effective activity.

	CHAPTER 1 ACTIVITIES (Check all that apply)	MOST EFFECTIVE (Rank the top 3, using a 1 2, and 3. Do NOT use a check mark.
a. Parent resource center	—	—
b. Designated liaison staff to work with parents, training teachers, or coordinating parent involvement activities	—	—
c. Opportunities for parents to be classroom volunteers, tutors or aides	—	—
d. Home-based education activities used to reinforce classroom instruction	—	—
e. Parent advisory council	—	—
f. Special activities or strategies for parents who lack literacy skills	—	—
g. Special activities or strategies for parents whose native language is not English	—	—
h. Chapter 1 teacher/parent conferences	—	—

G-4

Please indicate the extent to which the parents of your Chapter 1 students are involved, during the 1991-1992 school year, in the following Chapter 1-related activities. CIRCLE ONE RESPONSE FOR EACH ACTIVITY.

	VERY INVOLVED	SOMEWHAT INVOLVED	NOT INVOLVED	ACTIVITY NOT OFFERED
a. Informal parent-teacher contacts	1	2	3	4
b. Attending meetings of the parent advisory organization for the Chapter 1 program	1	2	3	4
c. Advising on the design of the Chapter 1 program	1	2	3	4
d. Evaluating the program	1	2	3	4
e. Serving as volunteers in the school	1	2	3	4
f. Fund raising and other support activities	1	2	3	4
g. Helping the students with school- work at home	1	2	3	4
h. School-based adult education or family literacy program	1	2	3	4

SCHOOL IMPROVEMENT

H-1 Is your school currently involved in any formal school improvement process? CHECK ONLY ONE.

- a. Yes —
- b. No (GO TO THE END OF THE SURVEY) —

H-2 What prompted the school improvement process? CHECK ALL THAT APPLY.

- a. A district school improvement or restructuring plan —
- b. A state school improvement initiative —
- c. Low NCE gains (or NCE losses) by students —
- d. Low percentile rankings of students on standardized tests —
- e. Decision by school leadership and/or teachers to improve the school —
- f. Other (Please specify _____) —

H-3 In what year did the school improvement process begin?

YEAR: —

H-4 What is the status of the school improvement process? CHECK ONLY ONE.

- a. We are in the planning phase —
- b. We are implementing part of the effort —
- c. School improvement efforts are fully underway —

H-5

How useful have the following activities been in facilitating the school improvement process? Please RANK the top 3 activities in terms of their usefulness, where "1" is the activity which has been most useful to the improvement process. Mark using a 1, 2, and 3. Do NOT use a check mark.

USEFULNESS OF
ACTIVITIES
(Rank the top 3
using 1, 2 and 3)

- | | | |
|----|--|-------|
| a. | Testing and other evaluation data
on students | _____ |
| b. | Research on effective practices | _____ |
| c. | Recommendations of the teaching staff | _____ |
| d. | Recommendations of the principal | _____ |
| e. | Recommendations of district staff | _____ |
| f. | Consensus between principal and
teaching staff on effective practices | _____ |
| g. | Other (Please specify _____
_____) | _____ |

- H-6 In the left column, please check the major components of your school's improvement process. After you have checked all major components please RANK the top 3 components, where "1" is the largest component of the improvement process.

	MAJOR COMPONENTS	LARGEST COMPONENTS (Rank the top 3, using 1, 2 and 3. Do not use check marks)
a. Improving the school's atmosphere or climate	—	—
b. Improving discipline and safety	—	—
c. Creating high expectations for student performance	—	—
d. Increasing teacher classroom management skills	—	—
e. Improving use of staff development	—	—
f. Increasing consensus on school goals	—	—
g. Increasing parent involvement	—	—
h. Improving the performance of low achieving students	—	—
i. Raising the achievement levels of all students	—	—
j. Enlarging the role of the school leader over instructional decisions	—	—
k. Increasing the amount of time teachers spend with students in individual help	—	—
l. Other (Please specify _____ _____)	—	—

- H-7 To what extent are Chapter 1 students a focus of the school improvement initiative?
CHECK ONLY ONE.

- | | |
|---|---|
| a. The only focus | — |
| b. A major focus but not the only focus | — |
| c. Some focus but not the major focus | — |
| d. Not a focus | — |

H-8 To what extent are Chapter 1 resources the central resources for the school improvement initiative? CHECK ONLY ONE.

- a. The only resources —
- b. A major resource but not the only resource —
- c. Some contribution but not a major contribution —
- d. Not using Chapter 1 resources —

H-9 What are the problems involved with implementing the school improvement effort? CHECK ONE RESPONSE IN EACH ROW.

	MAJOR PROBLEM	MINOR PROBLEM	NO PROBLEM
a. Teacher time and energy	—	—	—
b. Money and/or resources	—	—	—
c. Arranging for staff development	—	—	—
d. Maintaining communication about the effort	—	—	—
e. Constraints of the physical plant	—	—	—
f. Lack of staff skills that were required	—	—	—
g. Slow progress in reaching goals	—	—	—
h. Staff disagreement over goals	—	—	—
i. Unanticipated crises	—	—	—
j. Lack of parent involvement	—	—	—
k. Other (Please specify _____) _____)	—	—	—

- H-10 For each provider listed below, please check the contributions made by the provider to the school's improvement process. If the provider has not assisted in the school's improvement process, check "NO ASSISTANCE." If no providers have assisted the school, check "NOT APPLICABLE."

PROVIDERS

KIND OF ASSISTANCE

	ONE CONVERSATION	ATTENDED THEIR WORKSHOP	VISIT TO OUR SCHOOL	SERIES OF PHONE CALLS	OTHER (PLEASE SPECIFY)	NO ASSISTANCE
a. Staff in institutions of higher education						
b. Chapter 1 Technical Assistance Center (TAC/R-TAC) staff						
c. Regional education laboratory or national education research center staff						
d. State Chapter 1 office staff						
e. Other staff in State offices						
f. Independent consultants						
g. District Chapter 1 staff						
h. Other district staff						
i. Other providers						

- j. NOT APPLICABLE; no providers have assisted the school with its improvement process. —

CHAPTER 1 SCHOOL IMPROVEMENT

H-11 Has this school ever been identified as a Chapter 1 school in need of improvement?
CHECK ONLY ONE.

- a. Yes —
- b. No (GO TO THE END OF THE SURVEY) —
- c. Don't Know (GO TO THE END OF THE SURVEY) —

H-12 In your judgment, did the Chapter 1 assessment process accurately identify your school as one whose Chapter 1 program needs improvement? CHECK ONLY ONE

The accuracy of the process was:

- a. good —
- b. fair —
- c. poor —

H-13 When did the school first learn that it had been identified as a Chapter 1 school in need of improvement?

MONTH/ YEAR

H-14 What activities are being (or were) undertaken as part of the Chapter 1 school improvement process? CHECK ALL THAT APPLY.

- a. Meetings with various staff to examine Chapter 1 and school objectives and performance —
- b. Additional staff development —
- c. Changing the grade levels for Chapter 1 services —
- d. Changing the location of Chapter 1 services (e.g., from pullout to in-class or vice versa) —
- e. Changing the staffing of Chapter 1 services —
- f. Adopting a new instructional approach in Chapter 1 —
- g. Adopting a new instructional approach in the regular classroom —
- h. Adding a new focus (e.g., more advanced skills) to the existing program design for Chapter 1 —
- i. Adding a new focus to existing regular classroom instruction —
- j. Changing student assessment procedures —
- k. Other (Please specify _____) —

H-15 What is the current status of the school's Chapter 1 improvement process?
CHECK ONLY ONE.

- a. Developing a plan —
- b. Tested out of program improvement before
implementing plan —
- c. Partially implementing plan —
- d. Fully implementing plan —
- e. Completed activities and no longer need
improvement —
- f. Completed district plan and partially
implementing joint State and district plan —
- g. Completed district plan and fully implementing
joint State and district plan —
- h. Don't know —

H-16 Does (or did) the Chapter 1 school improvement process constitute all of the formal
school improvement process in your school? CHECK ONLY ONE.

- a. Yes —
- b. No (GO TO END OF SURVEY) —

H-17 If yes, did the formal school improvement process predate the Chapter 1 school
improvement process: Mark only one.

- a. Yes —
- b. No —

Thank you for your cooperation. If you have comments about this survey or the Chapter
1 program in your school, please write them below or on the reverse side of this page.

APPENDIX B

Classroom Teacher Survey of Chapter 1 Implementation

Classroom Teacher Survey of Chapter 1 Implementation

(Mailing Label)

This survey is part of a study sponsored by the U.S. Department of Education. We appreciate your cooperation. This is the only study of Chapter 1 that will provide national estimates of school practices under the Hawkins-Stafford Amendments of 1988.

Please take time now to answer all the questions and return the questionnaire in the enclosed envelope to:

**Abt Associates, Inc.
Survey of Chapter 1 Implementation
101 North Wacker Drive, Suite 700
Chicago, IL 60606**

Please return the completed survey by December 10, 1991

All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452).

Chapter 1 Implementation Study

This survey is being conducted for the Planning and Evaluation Service in the U.S. Department of Education. Congress has mandated this study, and the Department of Education, policymakers and practitioners are equally interested in the results. We will work with you to ensure that the response burden is minimized and to address any of your concerns. The information gathered from the study will be used to inform federal policymakers and program managers about Chapter 1 program operations since the passage of the Hawkins-Stafford Amendments of 1988. Study results will be used to inform the reauthorization of the Chapter 1 program.

While your participation is required under section 76.591 of the Education Department General Administrative Regulations, we have worked with the instrument to reduce the burden to the extent possible. This survey has been sent to only 1,000 classroom teachers around the country, so your response is very important.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, DC 20503.

If you have any questions about the survey please call Mary Hess, Survey Director at Abt Associates Inc., at 1-800-362-9988.

Thank you for your time and cooperation.

GENERAL INFORMATION

A-1 Circle the grade or grades you currently teach. CIRCLE ALL THAT APPLY.

Pre-K K 01 02 03 04 05 06 07 08
09 10 11 12 Ungraded

A-2 What is the total number of students you teach during a typical school day?

NUMBER OF STUDENTS: _____

A-3 What is the average number of students in one of your regular class periods?

NUMBER OF STUDENTS: _____

A-4 Please indicate how your classes are organized. CHECK ONLY ONE.

- a. Self-contained (Students stay with the same teacher for all academic subjects)
(GO TO A-6) _____
- b. Regrouped (Students remain with one teacher for most subjects but may go to another teacher for one or two subjects)
(GO TO A-6) _____
- c. Departmentalized (Students go to a different teacher for most or all academic subjects) _____

A-5 What subjects are you currently teaching? CHECK ALL THAT APPLY.

- a. Reading _____
- b. English/Language Arts _____
- c. Mathematics _____
- d. Social studies and/or History _____
- e. Science _____
- f. Social skills/life skills _____
- g. English-as-a-second-language _____
- h. Remedial instruction _____
- i. Art or Music _____
- j. Other (Please specify _____) _____

A-6 Which of the following statements best describes the general academic achievement level of your students relative to other students at the school? CHECK ONLY ONE.

- a. My students are primarily higher achievers relative to the other students —
- b. My students are primarily average achievers relative to the other students —
- c. My students are primarily lower achievers relative to the others students —
- d. My students have widely different achievement levels —

A-7 For the most recent FULL WEEK of school, what is your best estimate of the number of hours you spent on school-related activities during school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

Report hours to the nearest whole hour. If you did not spend time on a particular activity, circle "NONE."

During School Hours

HOURS

- a. Classroom teaching, including field trips — NONE
- b. Preparation — NONE
- c. Coordination with Chapter 1 — NONE
- d. Non-teaching duties — NONE
- e. Hours absent for any reason — NONE

TOTAL —

CHAPTER 1 PROGRAM

**FOR ELEMENTARY GRADE TEACHERS ONLY;
SECONDARY TEACHERS, PLEASE GO TO SECTION C, PAGE 13.**

B-1 Please indicate the number of students in your class(es) who receive Chapter 1 services in reading/language arts, and the number of students in your class(es) who receive Chapter 1 services in mathematics.

NUMBER OF STUDENTS RECEIVING CHAPTER 1 SERVICES IN READING/LANGUAGE ARTS: —

NUMBER OF STUDENTS RECEIVING CHAPTER 1 SERVICES IN MATHEMATICS: —

Reading/Language Arts

B-2 Do you provide any regular instruction in reading/language arts to students who also receive supplementary Chapter 1 services in reading/language arts? CHECK ONLY ONE.

- a. No, they receive all their reading/language arts instruction from someone else [GO TO QUESTION B-19] _____
- b. Yes, I give them some reading/language arts instruction and they also receive supplementary services from Chapter 1 _____

B-3 While your Chapter 1 students receive Chapter 1 reading/language arts services, what is the primary activity of the remaining students in your class? CHECK ONLY ONE.

- a. Receiving new instruction in reading/language arts _____
- b. Reviewing instruction in reading/language arts _____
- c. Doing seatwork _____
- d. Receiving instruction in another subject area _____
- e. Doing something else (please specify _____)
_____) _____

B-4 a. Please indicate the number of days per week, on average, that you teach reading/language arts as part of your regular instructional program.

AVERAGE NUMBER OF DAYS PER WEEK: _____

b. Please indicate how many minutes per day, on average, you teach reading/language arts as part of your regular instructional program.

AVERAGE NUMBER OF MINUTES PER DAY: _____

B-5 Does any part of your students' Chapter 1 reading/language arts services include help from an instructional aide who comes into your classroom?

- a. Yes _____
- b. No (GO TO B-9) _____

- B-6 a. Please indicate the number of days per week, on average, a Chapter 1 aide is in your classroom providing reading/language arts services.

AVERAGE NUMBER OF DAYS PER WEEK: _____

- b. Please indicate how many minutes per day, on average, a Chapter 1 aide is in your classroom providing reading/language arts services.

AVERAGE MINUTES PER DAY: _____

- B-7 While in your classroom, what percent of the aide's time related to reading/language arts is spent in the following types of work? If the aide does not spend any time on the activity, enter "00."

- | | | |
|----|---|---------------|
| a. | Working one-on-one with students | _____ percent |
| b. | Working with students in groups | _____ percent |
| c. | Doing clerical tasks (e.g.,
correcting papers) | _____ percent |
| d. | Other (please specify _____
_____) | _____ percent |

TOTAL: 100 percent

- B-8 In your opinion, how qualified is the aide to help students learn reading/language arts?
CHECK ONLY ONE.

- | | | |
|----|---|-------|
| a. | The aide can do as much as a certified teacher | _____ |
| b. | The aide is well qualified, although not the equivalent
of a teacher | _____ |
| c. | The aide is moderately qualified | _____ |
| d. | The aide has only limited skills | _____ |

- B-9 Does any part of your students' Chapter 1 reading/language arts services include help from a certified teacher who comes into your classroom?

- | | | |
|----|---------------------------|-------|
| a. | Yes | _____ |
| b. | No (GO TO B-12) | _____ |

- B-10 a. On average, how many days per week is another certified teacher in your classroom providing reading/language arts services?

AVERAGE NUMBER OF DAYS PER WEEK: _____

- b. On average, how many minutes per day does the certified teacher spend in your classroom providing reading/language arts services?

AVERAGE NUMBER OF MINUTES PER DAY: _____

- B-11 While in your classroom, what percent of the teacher's time related to reading/language arts is spent in the following types of work? If the teacher does not spend any time on the activity, enter "00."

Working one-on-one with students	_____ percent
Working with students in small groups	_____ percent
Modeling or team teaching with you	_____ percent
Doing clerical tasks (e.g., correcting papers)	_____ percent
Other (Please specify _____ _____)	_____ percent

TOTAL: 100 percent

- B-12 Do your students receive any part of their Chapter 1 reading/language arts instructional services outside your classroom?

- a. Yes _____
b. No (GO TO B-16) _____

- B-13 Who provides your students Chapter 1 reading/language arts instructional services outside your classroom? CHECK ALL THAT APPLY.

- a. A certified teacher _____
b. An aide, instructional assistant, or para-professional _____
c. A certified teacher and an aide work together _____
d. Computer-based instruction _____

- B-14 How many times per week, on average, does a typical student leave the classroom for Chapter 1 reading/language arts services?

AVERAGE NUMBER OF TIMES PER WEEK: _____

- B-15 When a student leaves your classroom to receive Chapter 1 reading/language arts services how many minutes per day, on average, does a typical session last?

AVERAGE NUMBER OF MINUTES PER DAY: _____

- B-16 Including yourself, how many staff members (certified teachers and aides) provide Chapter 1 reading/language arts services to any of your Chapter 1 students?

TOTAL NUMBER OF CERTIFIED TEACHERS: _____

TOTAL NUMBER OF INSTRUCTIONAL AIDES: _____

- B-17 How would you characterize the level of reading/language arts instruction provided to your students by Chapter 1 teachers and/or Chapter 1 teacher aides? CHECK ONE RESPONSE IN EACH ROW.

Major Focus	Minor Focus	Not Covered
----------------	----------------	----------------

- | | | | | |
|----|---|-------|-------|-------|
| a. | Reinforcement of concepts taught in your class(ie., drill and practice) | _____ | _____ | _____ |
| b. | Development of higher order thinking skills | _____ | _____ | _____ |
| c. | Alternate presentation of concepts taught in your class | _____ | _____ | _____ |

- B-18 Please indicate how the primary reading or English or language arts materials you use with Chapter 1 students compare with the primary reading or English or language arts materials used by the Chapter 1 teacher/aide with the same Chapter 1 students. CHECK ONLY ONE.

- | | | |
|----|---|-------|
| a. | The Chapter 1 teacher/aide uses the <u>same materials</u> or series at the <u>same instructional levels</u> that I use | _____ |
| b. | The Chapter 1 teacher/aide uses the <u>same materials</u> or series at different instructional levels from the ones I use | _____ |
| c. | The Chapter 1 teacher/aide uses <u>different materials</u> or series at the <u>same instructional levels</u> that I use | _____ |
| d. | The Chapter 1 teacher/aide uses <u>different materials</u> or series at <u>different instructional levels</u> from the ones I use | _____ |
| e. | I don't know which materials/series the Chapter 1 teacher/aide uses | _____ |

MATHEMATICS

B-19 Do you provide any regular instruction in mathematics to students who also receive supplementary Chapter 1 services in mathematics?

- a. No, they receive all their mathematics instruction from someone else
(GO TO QUESTION C-1) _____
- b. Yes, I give them some mathematics instruction and they also receive
supplementary services from Chapter 1 _____

B-20 While your Chapter 1 students receive Chapter 1 mathematics services, what is the primary activity of the remaining students in your class? CHECK ONLY ONE.

- a. Receiving new instruction in mathematics _____
- b. Reviewing instruction in mathematics _____
- c. Doing seatwork _____
- d. Receiving instruction in another subject area _____
- e. Doing something else (please specify _____
_____) _____

B-21 a. Please indicate the number of days per week, on average, that you teach mathematics as part of your regular instructional program.

AVERAGE NUMBER OF DAYS PER WEEK: _____

b. Please indicate how many minutes per day, on average, you teach mathematics as part of your regular instructional program.

AVERAGE NUMBER OF MINUTES PER DAY: _____

B-22 Does any part of your students' Chapter 1 mathematics services include help from an instructional aide who comes into your classroom?

- a. Yes _____
- b. No (GO TO B-24) _____

- B-23 a. Please indicate the number of days per week, on average, a Chapter 1 aide is in your classroom providing mathematics services.

AVERAGE NUMBER OF DAYS PER WEEK: _____

- b. Please indicate how many minutes per day, on average, a Chapter 1 aide is in your classroom providing mathematics services.

AVERAGE NUMBER OF MINUTES PER DAY: _____

- B-24 While in your classroom, what percent of the aide's time related to mathematics is spent in the following types of work? If the aide does not spend any time on the activity, enter "00."

Working one-on-one with students	_____ percent
Working with students in groups	_____ percent
Doing clerical tasks (e.g. correcting papers)	_____ percent
Other (Please specify _____ _____)	_____ percent

TOTAL: 100 percent

- B-25 In your opinion, how qualified is the aide to help students learn mathematics? CHECK ONLY ONE.

- | | |
|--|-------|
| a. The aide can do as much as a certified teacher | _____ |
| b. The aide is well qualified, although not the
equivalent of a teacher | _____ |
| c. The aide is moderately qualified | _____ |
| d. The aide has only limited skills | _____ |

- B-26 Does any part of your students' Chapter 1 mathematics services include help from a certified teacher who comes into your classroom?

- | | |
|------------------------------|-------|
| a. Yes | _____ |
| b. No (GO TO B-29) | _____ |

- B-27 a. Please indicate the number of days per week, on average, another certified teacher is in your classroom providing mathematics services.

NUMBER OF DAYS PER WEEK: _____

- b. Please indicate how many minutes per day, on average, another certified teacher is in your classroom providing mathematics services.

NUMBER OF MINUTES PER DAY: _____

- B-28 While in your classroom, what percent of the teacher's time related to mathematics is spent in the following types of work? If the teacher does not spend any time on the activity, enter "00."

Working one-on-one with students	_____ percent
Working with students in small groups	_____ percent
Modeling or team teaching with you	_____ percent
Other (Please specify _____)	_____ percent

TOTAL: 100 percent

- B-29 Do your students receive any part of their Chapter 1 mathematics instructional services outside your classroom?

- a. Yes _____
b. No (GO TO B-33) _____

- B-30 Who provides your students Chapter 1 mathematics instructional services outside the classroom? CHECK ALL THAT APPLY.

- a. A certified teacher _____
b. An aide, instructional assistant, or para-professional _____
c. A certified teacher and an aide working together _____
d. Computer-based instruction _____

- B-31 How many times per week, on average, does a typical student leave the classroom for Chapter 1 mathematics services?

AVERAGE NUMBER OF TIMES PER WEEK: _____

- B-32 When a student leaves your classroom to receive Chapter 1 mathematics services how many minutes per day, on average, does a typical session last?

AVERAGE NUMBER OF MINUTES PER DAY: _____

- B-33 Including yourself, how many staff members (certified teachers and aides) provide Chapter 1 mathematics services to any of your Chapter 1 students?

TOTAL NUMBER OF CERTIFIED TEACHERS: _____
TOTAL NUMBER OF INSTRUCTIONAL AIDES: _____

- B-34 How would you characterize the level of mathematics instruction provided to your students by Chapter 1 teachers and/or aides? CHECK ONE RESPONSE IN EACH ROW.

	Major Focus	Minor Focus	Not Covered
a. Reinforcement of concepts taught in your class (i.e., drill and practice) .	_____	_____	_____
b. Development of higher order thinking skills	_____	_____	_____
c. Alternate presentation of concepts taught in your class	_____	_____	_____

- B-35 Please indicate how the primary mathematics materials you use with your Chapter 1 students compare with the primary mathematics materials used by the Chapter 1 teacher and/or aide with the same Chapter 1 students. CHECK ONLY ONE.

- a. The Chapter 1 teacher/aide uses the same materials or series at the same instructional levels that I do _____
- b. The Chapter 1 teacher/aide uses the same materials or series at different instructional levels from the ones I use _____
- c. The Chapter 1 teacher/aide uses different materials or series at the same instructional levels that I use _____
- d. The Chapter 1 teacher/aide uses different materials or series at different instructional levels from the ones I use _____
- e. I don't know which materials/series the Chapter 1 teacher/aide uses _____

CHAPTER 1 TESTING INFORMATION

C-1 Do you receive test scores on the individual Chapter 1 students in your classroom?

- a. Yes —
- b. No (GO TO D-1) —

C-2 In what ways do you use the test scores you receive on Chapter 1 students?
CHECK ALL THAT APPLY.

- a. The test scores are not in a form I can use
(GO TO D-1) —
- b. I review the test scores but do not have an opportunity to
use them (GO TO D-1) —
- c. I discuss the students' test scores with the
Chapter 1 staff —
- d. Based on the test scores, I alter my
curriculum materials to match the students —
- e. Based on the test scores, I use different
instructional methods for certain
students —
- f. Other (Please specify _____) —

COORDINATION OF REGULAR SERVICES WITH CHAPTER 1

D-1 In general, how frequently are the following procedures used in your school to coordinate the Chapter 1 instruction with the regular classroom instructional program?
CIRCLE ONE CATEGORY ON EACH LINE.

	DAILY	WEEKLY	SEVERAL TIMES A YEAR	ANNUALLY	NEVER
a. Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants	1	2	3	4	5
b. Meetings and/or conferences between Chapter 1 and regular classroom teachers held to discuss instructional coordination.	1	2	3	4	5
c. Chapter 1 and regular classroom teachers have informal discussions	1	2	3	4	5
d. Chapter 1 and regular classroom staff share written records of student progress	1	2	3	4	5
e. Common planning periods are provided to regular and Chapter 1 staff	1	2	3	4	5

D-2 In which of the following areas does the Chapter 1 staff assist in making decisions about student progress in the regular education program in your school?
CHECK ALL THAT APPLY.

- a. Grade advancement —
- b. Placement in classes or grouping for instruction based on achievement level —
- c. Receipt of other special services (e.g., speech therapy, special education, ESL/bilingual) —
- d. Assigning course grades —
- e. None of the above —

D-3 How would you rate the overall quality of coordination between the regular instructional program and the Chapter 1 program? CHECK ONLY ONE.

- a. Excellent —
- b. Good —
- c. Fair —
- d. Poor —

ACTIVITIES WITH PARENTS

E-1 Please indicate the activities which are conducted with the parents of your students. CHECK ALL THAT APPLY.

- a. I provide interim written reports during grading periods —
- b. I visit parents —
- c. I call parents —
- d. Chapter 1 teachers/aides visit parents of Chapter 1 students —
- e. Chapter 1 teachers/aides call parents of Chapter 1 students —
- f. Chapter 1 teachers/aides and I conduct joint open houses for parents —
- g. Chapter 1 teachers/aides and I conduct joint parent/teacher conferences with parents of Chapter 1 children —
- h. Parents are requested to sign off on homework or classwork —
- i. Chapter 1 parents volunteer in my classroom —
- j. Parents (other than Chapter 1 parents) volunteer in my classroom —
- k. Other (Please specify _____) —

BACKGROUND OF STAFF

F-1 Including this year, what is the total number of years you have taught at either the elementary or secondary level?

NUMBER OF YEARS: —

F-2 Including this year, what is the total number of years you have taught in this school?

NUMBER OF YEARS: _____

F-3 What is your employment status in this school system? **CHECK ONLY ONE.**

Regular full-time appointment _____
Regular part-time appointment _____
Permanent substitute teacher _____
Other (Please Specify) _____ .. _____

F-4 What type of teaching certification do you hold from the state in which you currently teach? **CHECK ONLY ONE.**

a. I am not certified (GO TO F-5) _____
b. Permanent regular or standard certification _____
c. Probationary certification _____
d. Temporary, provisional, or emergency certification _____
e. Alternative certification _____
f. Not applicable _____

F-5 Do you hold any current teacher certification(s) from any states other than the one where you currently teach?

YES _____
NO _____

If you are not certified in any state, go to F-7

BEST COPY AVAILABLE

- F-6 Indicate the levels and/or subjects for which you hold a current state teaching certificate or credentials (including alternative certification) in the state where you are currently teaching, and in any other state where you hold certification.
CHECK ALL THAT APPLY.

	THIS STATE	ANY OTHER STATE
a. Elementary school	—	—
b. Middle school	—	—
c. Secondary school	—	—
d. Reading	—	—
e. Mathematics	—	—
f. Science	—	—
g. English/language arts	—	—
h. Social Studies/History	—	—
i. Special education	—	—
j. ESL	—	—
k. Bilingual	—	—
l. Other (SPECIFY) _____	—	—

- F-7 What is the highest level of education you have achieved? CHECK ONLY ONE.

- | | |
|---|---|
| a. Less than a bachelor's degree (SKIP TO G-1) | — |
| b. A bachelor's degree | — |
| c. At least one year of course work beyond a bachelor's degree,
but not a graduate degree | — |
| d. A master's degree | — |
| e. An education specialist or professional diploma based on at
least one year of work past the master's degree level | — |
| f. A doctorate degree | — |
| g. First professional degree (e.g., M.D., LL.B., J.D., D.D.S.) | — |

F-8 What were your major and minor fields of study for your bachelor's degree?
CHECK ALL THAT APPLY.

	<u>MAJOR</u>	<u>MINOR</u>
a. Education	—	—
b. English	—	—
c. History (or Social Studies/ Social Science)	—	—
d. Mathematics	—	—
e. Natural/Physical Sciences	—	—
f. Foreign Language	—	—
g. Physical education	—	—
h. Other (SPECIFY) _____	—	—

F-9 If you have a graduate degree, what were your major and minor fields of study for your highest graduate degree? CHECK ALL THAT APPLY.

I have no graduate degree (GO TO G-1)

	<u>MAJOR</u>	<u>MINOR</u>
a. Education	—	—
b. Reading	—	—
c. English	—	—
d. History (or Social Studies/ Social Science)	—	—
e. Mathematics	—	—
f. Natural/Physical Sciences	—	—
g. Foreign Language	—	—
h. Other (SPECIFY) _____	—	—

STAFF DEVELOPMENT

G-1 During the past 12 months, what is the total number of hours you have spent on in-service education? Include attendance at workshops, continuing education programs, etc., but do not include formal courses for which you have received college credit. **CHECK ONLY ONE.**

- a. No hours (GO TO G-5) —
- b. Less than 6 hours —
- c. 6-15 hours —
- d. 16-35 hours —
- e. More than 35 hours —

G-2 In what areas did you receive staff development in the past 12 months? **CHECK ALL THAT APPLY.**

- a. Instruction for low achieving students —
- b. Interpreting achievement test information —
- c. Classroom management techniques —
- d. Reading/Language Arts instruction —
- e. Mathematics instruction —
- f. Higher order thinking skills —
- g. Other curriculum content —
- h. School based management —
- i. Parent involvement —
- j. Integration of supplemental services —
- k. Other (Please specify _____
_____) —

G-3 Who conducted the staff development during the past 12 months? RANK THE TOP THREE, USING 1,2,3. DO NOT USE CHECK MARKS.

TOP THREE
PROVIDERS
(Rank 1, 2
and 3)

- a. Staff in institutions of higher education _____
- b. Independent consultants _____
- c. District Chapter 1 staff _____
- d. Other district staff _____
- e. Teaching staff in this school _____
- f. Teaching staff in another school _____
- g. Chapter 1 Technical Assistance Center _____
- h. State Chapter 1 office staff _____
- i. Staff in another office in the state department _____
- j. Other providers (Please Specify _____)

G-4 Overall, to what extent has the in-service staff development helped you improve instruction? CHECK ONLY ONE.

- a. Not at all _____
- b. To a slight extent _____
- c. To some extent _____
- d. To a great extent _____

G-5 In what areas would you like staff development? CHECK ALL THAT APPLY.

- a. Instruction for low achieving students _____
- b. Interpreting achievement test information _____
- c. Classroom management techniques _____
- d. Reading/Language Arts instruction _____
- e. Mathematics instruction _____
- f. Higher order thinking skills _____
- g. Other curriculum content _____
- h. School based management _____
- i. Parent involvement _____
- j. Integration of supplemental services _____
- k. Other (Please specify _____)

SCHOOL CLIMATE

H-1 Please indicate the extent to which you agree or disagree with each of the following statements. CIRCLE ONE RESPONSE ON EACH LINE.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. I usually look forward to each working day at this school	1	2	3	4
b. My teaching assignments are more difficult than those of other teachers at this school	1	2	3	4
c. Teachers in this school are continually learning and seeking new ideas	1	2	3	4
d. Staff members maintain high standards	1	2	3	4
e. Routine duties and paperwork interfere with my job of teaching	1	2	3	4
f. Staff members in this school generally do not have much school spirit	1	2	3	4
g. There is a great deal of cooperative effort among staff members	1	2	3	4
h. The school's administration knows the problems faced by staff	1	2	3	4
i. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	1	2	3	4
j. The attitudes and habits my students bring to my class greatly reduce their chances for academic success	1	2	3	4
k. Many of the students I teach are not capable of learning the material I am supposed to teach them . . .	1	2	3	4
l. My principal enforces school rules for student conduct and backs me up when I need it	1	2	3	4
m. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	1	2	3	4

Thank you very much for your cooperation. If you have any comments about Chapter 1 or this survey, please write them below or on the next page.

APPENDIX C

Chapter 1 Teacher and Chapter 1 Aide Survey of Chapter 1 Implementation

Chapter 1 Teacher & Teacher Aide Survey of Chapter 1 Implementation

(Mailing Label)

This survey is part of a study sponsored by the U.S. Department of Education. We appreciate your cooperation. This is the only study of Chapter 1 that will provide national estimates of school practices under the Hawkins-Stafford Amendments of 1988.

Please take time now to answer all the questions and return the questionnaire in the enclosed envelope to:

Abt Associates, Inc.
Survey of Chapter 1 Implementation
101 North Wacker Drive, Suite 700
Chicago, IL 60606

Please return the completed survey by 

A.S.A.P

All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. This survey is authorized by law (P.L. 100-297, Section 1452).

Chapter 1 Implementation Study

This survey is being conducted for the Planning and Evaluation Service in the U.S. Department of Education. Congress has mandated this study, and the Department of Education, policymakers and practitioners are equally interested in the results. We will work with you to ensure that the response burden is minimized and to address any of your concerns. The information gathered from the study will be used to inform federal policymakers and program managers about Chapter 1 Program operations since the passage of the Hawkins-Stafford Amendments of 1988. Study results will be used to inform the reauthorization of the Chapter 1 program.

While your participation is required under section 76.591 of the Education Department General Administrative Regulations, we have worked with the instrument to reduce the burden to the extent possible. This survey has been sent to only 1,000 classroom teachers around the country, so your response is very important.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1875-NEW, Washington, DC 20503.

If you have any questions about the survey please call Mary Hess, Survey Director, at Abt Associates Inc., at 1-800-362-9988.

Thank you for your time and cooperation.

GENERAL INFORMATION

A-1 Please select the one category that best describes you.

- a. Chapter 1 teacher _____
- b. Chapter 1 aide, tutor, or instructional assistant _____

A-2 Circle the grade or grades in which you provide Chapter 1 services. CIRCLE ALL THAT APPLY.

Pre-K K 01 02 03 04 05 06 07 08
09 10 11 12 Ungraded

A-3 During the course of a typical school day, what is the total number of Chapter 1 students you teach?

TOTAL NUMBER OF STUDENTS: _____

A-4 What is the total number of regular classroom teachers with whose Chapter 1 students you work?

TOTAL NUMBER OF TEACHERS: _____

A-5 In what subject(s) do you work with Chapter 1 students? MARK ALL THAT APPLY.

- a. Reading/language arts _____
- b. Mathematics _____
- c. English as a second language or bilingual education _____
- d. I do not work with students directly _____
- e. Other (Please Specify _____) _____

A-6 On average, how many hours per week do you spend in each of the following activities:

	HOURS PER WEEK
a. Working with students who are pulled out of their regular classrooms	_____
b. Working with students in a self-contained Chapter 1 class that provides <u>all</u> the instruction in one or more subjects (sometimes called a replacement or extended pullout model)	_____
c. Going into non-Chapter 1 classrooms to work with students	_____
d. Working with students before and/or after school	_____
e. Providing staff development	_____
f. Meeting with other Chapter 1 staff	_____
g. Meeting with classroom teachers	_____
h. Doing administrative paperwork	_____
i. Contacting parents	_____
j. Other (Please Specify _____)	_____

A-7 While providing Chapter 1 reading/language arts instruction, what percent of your time is spent in the following types of work:

a. I do not teach Chapter 1 reading/language arts (GO TO A-9)	_____
b. Working one-on-one with students	_____ percent
c. Working with students in groups.	_____ percent
d. Doing clerical tasks (e.g., correcting papers)	_____ percent
e. Other (Please Specify _____)	_____ percent
TOTAL: 100 percent	

A-8 In your Chapter 1 reading/language arts instruction:

- a. On average, how many days a week do you give Chapter 1 instruction to a typical student?

DAYS PER WEEK: _____

- b. On average, for how many minutes per day do you give Chapter 1 instruction to a typical student?

MINUTES PER DAY: _____

A-9 While providing Chapter 1 mathematics instruction, what percent of your time is spent in the following types of work:

- | | | | |
|----|---|-------|-------------|
| a. | I do not teach Chapter 1 mathematics (GO TO A-11) | | ___ percent |
| b. | Working one-on-one with students | | ___ percent |
| c. | Working with students in groups | | ___ percent |
| d. | Doing clerical tasks (e.g., correcting papers) | | ___ percent |
| e. | Other (Please Specify _____) | | ___ percent |

TOTAL: 100 percent

A-10 In your Chapter 1 mathematics instruction:

- a. On average, how many days a week do you give Chapter 1 instruction to a typical student?

DAYS PER WEEK: _____

- b. On average, for how many minutes per day do you give Chapter 1 instruction to a typical student?

MINUTES PER DAY: _____

A-11 Please indicate how classes in your school are organized. MARK ONLY ONE.

- a. Self-contained (Students stay with the same teacher for all academic subjects) —
- b. Regrouped (Students remain with one teacher for most subjects but may go to another teacher for one or two subjects) —
- c. Departmentalized (Students go to a different teacher for most or all academic subjects)(GO TO A-13) —

A-12 Please indicate whether students receive Chapter 1 services during the time they would otherwise be in: MARK ALL THAT APPLY.

- a. Home room —
- b. Reading/language arts —
- c. Math —
- d. Science or social studies —
- e. Art or music —
- f. Other (Please Specify _____) —
- g. They participate before or after school —

(GO TO A-14)

A-13 Please indicate whether students receive Chapter 1 services during the time they would otherwise be in: MARK ALL THAT APPLY.

- a. Home room/study hall —
- b. An academic subject —
- c. A vocational subject —
- d. Some other subject —
- e. A free period —
- f. Other (Please Specify _____) —
- g. They participate before or after school —

- A-14 For the most recent FULL WEEK of school, what is your best estimate of the number of hours you spent on school-related activities during school hours? SCHOOL HOURS are the hours that you are required to be at school, regardless of whether students are there.

REPORT HOURS TO THE NEAREST WHOLE HOUR. IF YOU DID NOT SPEND TIME ON A PARTICULAR ACTIVITY, CIRCLE "NONE."

<u>During School Hours</u>		HOURS
a.	Classroom teaching, including field trips	___ None
b.	Preparation	___ None
c.	Coordination with classroom teachers	___ None
d.	Nonteaching duties	___ None
e.	Hours absent for any reason	___ None

TOTAL: ___

CHAPTER 1 TESTING INFORMATION

- B-1 Do you receive test scores on the individual Chapter 1 students with whom you work?

- a. Yes ___
b. No (GO TO C-1) ___

- B-2 In what ways do you use the test scores you receive on Chapter 1 students?
MARK ALL THAT APPLY.

- a. The test scores are not in a form I can use (GO TO C-1) ___
b. I review the test scores but do not have an opportunity
to use them (GO TO C-1) ___
c. I discuss the students' test scores with their regular classroom
teacher ___
d. Based on the test scores, I alter my curriculum materials
to match the students ___
e. Based on the test scores, I use different instructional
methods for certain students ___
f. Other (Please specify _____) ___
_____)

ACTIVITIES WITH PARENTS

C-1 Please indicate which of the following activities are conducted with the parents of your Chapter 1 children. MARK ALL THAT APPLY.

- a. I visit parents —
- b. I call parents —
- c. The regular teacher and I conduct joint open houses
for parents —
- d. The regular classroom teacher and I conduct joint
parent/teacher conferences with parents of Chapter 1
children —
- e. The regular classroom teacher visits parents of Chapter 1
students —
- f. The regular classroom teacher calls parents of Chapter 1
students —
- g. Parents are requested to sign off on homework or classwork . —
- h. Chapter 1 parents volunteer in my classroom —
- i. Chapter 1 conducts workshops for parents —
- j. Other (Please Specify _____) . —

COORDINATION OF REGULAR SERVICES WITH CHAPTER 1

- D-1 In general, how frequently are the following procedures used in your school to coordinate the Chapter 1 instruction with the regular classroom instructional program? Circle one response on each line.

PROCEDURES	DAILY	WEEKLY	SEVERAL TIMES A YEAR	ANNUALLY	NEVER
a. Chapter 1 and regular classroom staff consult in the development of written lesson plans for Chapter 1 participants	1	2	3	4	5
b. Meetings and/or conferences between Chapter 1 and regular classroom teachers are held to discuss instructional coordination	1	2	3	4	5
c. Chapter 1 and regular classroom teachers have informal discussions	1	2	3	4	5
d. Chapter 1 and regular classroom staff share written records of student progress	1	2	3	4	5
e. Common planning periods are provided for regular and Chapter 1 staff	1	2	3	4	5

- D-2 How would you rate the quality of coordination between the regular classroom instruction and Chapter 1 instruction? MARK ONLY ONE.

- a. Excellent —
 b. Good —
 c. Fair —
 d. Poor —

TEACHER/TEACHER AIDE BACKGROUND

Chapter 1 teachers, Chapter 1 aides, and Chapter 1 instructional assistants are to complete this section.

- E-1 Counting this year, how many years in total have you taught at either the elementary or secondary level?

NUMBER OF YEARS: _____

- E-2 Counting this year, how many years in total have you taught in this school?

NUMBER OF YEARS: _____

- E-3 What is your employment status in this school system? MARK ONLY ONE.

Regular full-time appointment _____
Regular part-time appointment _____
Permanent substitute teacher _____
Other (Please Specify _____) _____

- E-4 What type of teaching certification do you hold from the state where you teach? MARK ONLY ONE.

a. I am not certified in this state (GO TO E-5) _____
b. Permanent regular or standard certification _____
c. Probationary certification _____
d. Temporary, provisional, or emergency
certification _____
e. Alternative certification _____
f. Not applicable _____

- E-5 Do you hold any current teacher certification(s) in another state?

YES _____
NO _____

If you are not certified in any state, go to E-7

- E-6 Indicate the following levels and/or subjects for which you hold a current state teaching certificate or credentials (including alternative certification) in the state where you are currently teaching, and in any other state where you hold certification.
CHECK ALL THAT APPLY.

		<u>THIS STATE</u>	<u>ANY OTHER STATE</u>
a.	Elementary	—	—
b.	Middle school	—	—
c.	Secondary	—	—
d.	Reading	—	—
e.	Mathematics	—	—
f.	Science	—	—
g.	English/language arts	—	—
h.	Social Studies/History	—	—
i.	Special education	—	—
j.	ESL	—	—
k.	Bilingual	—	—
l.	Other (Please Specify _____)	—	—

- E-7 What is the highest level of education you have achieved? MARK ONLY ONE.

- | | | |
|----|---|---|
| a. | Less than a bachelor's degree (SKIP TO F-1) | — |
| b. | Bachelor's degree | — |
| c. | At least one year of course work beyond a Bachelor's,
but not a graduate degree | — |
| d. | Master's degree | — |
| e. | Education specialist or professional diploma based
on at least one year of work past master's degree level | — |
| f. | Doctorate | — |
| g. | First professional degree (e.g., M.D., LL.B., J.D., D.D.S.) | — |

- E-8 What were your major and minor fields of study for your bachelor's degree?
CIRCLE ALL THAT APPLY.

		MAJOR	MINOR
a.	Education	—	—
b.	English	—	—
c.	History (or Social Studies/Social Science)	—	—
d.	Mathematics	—	—
e.	Natural/Physical Sciences	—	—
f.	Foreign Language	—	—
g.	Physical education	—	—
h.	Other (Please Specify _____)	—	—

- E-9 If you have a graduate degree, what were your major and minor fields of study for your highest graduate degree? CIRCLE ALL THAT APPLY.

I have no graduate degree (GO TO F-1) —

		MAJOR	MINOR
a.	Education	—	—
b.	Reading	—	—
c.	English	—	—
d.	History (or Social Studies/Social Science)	—	—
e.	Mathematics	—	—
f.	Natural/Physical Sciences	—	—
g.	Foreign Language	—	—
h.	Other (Please Specify _____)	—	—

STAFF DEVELOPMENT

F-1 During the past 12 months, what is the total number of hours you have spent on in-service education? (Include attendance at workshops, continuing education programs, etc., but do not include formal courses for which you have received college credit.) MARK ONLY ONE.

- a. No hours (GO TO F-6) —
- b. Less than 6 hours —
- c. 6-15 hours —
- d. 16-35 hours —
- e. More than 35 hours —

F-2 In what areas did you receive staff development in the last 12 months? MARK ALL THAT APPLY.

- a. Instruction for low achieving students —
- b. Interpreting achievement test information —
- c. Classroom management techniques —
- d. Reading/Language Arts instruction —
- e. Mathematics instruction —
- f. Higher order thinking skills —
- g. Other curriculum content —
- h. School based management —
- i. Parent involvement —
- j. Integration of supplemental services —
- k. Other (Please specify _____) —

F-3 Who conducted the staff development during the last 12 months? **RANK THE TOP THREE, USING 1,2,3. DO NOT USE CHECK MARKS.**

**TOP
THREE
PROVIDERS
(Mark 1,
2, and 3)**

- a. Staff in institutions of higher education —
- b. Independent consultants —
- c. District Chapter 1 staff —
- d. Other district staff —
- e. Teaching staff in this school —
- f. Teaching staff in another school —
- g. Chapter 1 Technical Assistance Center staff —
- h. State Chapter 1 office staff —
- i. Staff in another office in the State Department —
- j. Other providers (Please specify _____) —

F-4 Is in-service staff development provided to Chapter 1 teachers and aides together?
MARK ONLY ONE.

- a. Yes —
- b. No —

F-5 Overall, to what extent has the in-service program helped you improve instruction?
MARK ONLY ONE.

- a. Not at all —
- b. To a slight extent —
- c. To some extent —
- d. To a great extent —

F-6 In what areas would you like staff development? MARK ALL THAT APPLY.

- a. Instruction for low achieving students
- b. Interpreting achievement test information
- c. Classroom management techniques
- d. Reading/Language Arts instruction
- e. Mathematics instruction
- f. Higher order thinking skills
- g. Other curriculum content
- h. School based management
- i. Parent involvement
- j. Integration of supplemental services
- k. Other (Please specify _____)

SCHOOL CLIMATE

G-1 Please indicate the extent to which you agree or disagree with each of the following statements. CIRCLE ONE RESPONSE ON EACH LINE.

		STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a.	I usually look forward to each working day at this school	1	2	3	4
b.	My teaching assignments are more difficult than those of other teachers at this school	1	2	3	4
c.	Teachers in this school are continually learning and seeking new ideas	1	2	3	4
d.	Staff members maintain high standards	1	2	3	4
e.	Routine duties and paperwork interfere with my job of teaching	1	2	3	4
f.	Staff members in this school generally do not have much school spirit	1	2	3	4
g.	There is a great deal of cooperative effort among staff members	1	2	3	4
h.	The school's administration knows the problems faced by staff	1	2	3	4
i.	The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	1	2	3	4
j.	The attitudes and habits my students bring to my class greatly reduce their chances for academic success	1	2	3	4
k.	Many of the students I teach are not capable of learning the material I am supposed to teach them	1	2	3	4
l.	My principal enforces school rules for student conduct and backs me up when I need it	1	2	3	4
m.	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	1	2	3	4

Thank you very much for your cooperation. If you have any comments about Chapter 1 or this survey, please write them below or on the next page.

APPENDIX D

Study Methodology

STUDY METHODOLOGY

Potential Respondent Universe

The potential respondent universe for the 1991 surveys of Chapter 1 schools consisted of about 50,000 schools. The population counts for all public schools and Chapter 1 schools in the U.S. are shown below.

School Level	Total Schools	Chapter 1 Schools	Percent of Chapter 1 Schools	Percent That Are Chapter 1 Schools
Elementary	51,163	39,346	78.7%	76.9%
Middle and Secondary	29,595	10,654	21.3%	36.0%
Total	80,758	50,000	100%	61.9%

Stratification and Sampling Plan

This study had two major estimation objectives. The first was to provide national estimates for Chapter 1 schools. The second was to provide national estimates for Chapter 1 teachers/aides and classroom teachers in Chapter 1 schools. Each objective required a national probability sample. We took advantage of the hierarchical structure of schools and teachers by nesting the sample of teachers within a sample of schools.

The selection of a national probability sample of schools required the construction of a sampling frame of all Chapter 1 schools. Our investigation of various data sources, including the QED universe of schools, indicates that a complete sampling frame does not exist. We know, however, that public school districts can identify the Chapter 1 public schools within their boundaries. Abt Associates' 1990 district survey of Chapter 1 implementation is a nationally representative sample of 1,600 public school districts. This district sample was stratified by eight enrollment size categories and three district poverty-level categories, for a total of 24 strata. All 664 districts in the U.S. with an enrollment of 10,000 or more were included with certainty. The smallest districts were undersampled. The design also allowed for oversampling high-poverty districts. Ninety percent of the districts with Chapter 1 programs responded to the survey. This yielded 1,400 responses. (For more information on the district survey of Chapter 1 programs, see the Chapter 1 Implementation Study Interim Report, 1992.)

Responding districts provide counts of total number of Chapter 1 elementary and secondary schools. This information was used to form a measure of size equal to total Chapter 1 schools in the district. A probability proportional to size sample of districts was subsampled from the 1,400 districts; the sample consisted of 366 districts.

After the selection of sample districts had been completed, each sample district was requested to provide a listing of its Chapter 1 elementary and secondary schools and their enrollments. Ninety-seven percent of the districts did so. This information allowed us to select a probability proportional to size sample of Chapter 1 schools from each sample district. This sample was stratified by elementary and middle/secondary schools. Under this selection scheme, the school sample is a two-stage cluster sample (schools within districts).

After Chapter 1 schools had been sampled, we contacted each school to obtain listings of classroom teachers with at least one Chapter 1 student and of Chapter 1 teachers and aides. Two Chapter 1 teachers/aides were randomly drawn from each sample school. One classroom teacher was drawn from each school. The teacher sample is therefore a three-stage cluster sample (teachers within schools within districts).

Across the two school domains of interest, the total sample size of schools was 992, of which 891 principals responded (580 elementary principals and 311 middle and secondary principals) to the school survey. Eighty-eight percent of schools provided rosters of teachers and Chapter 1 teachers and aides. The 48 Chapter 1 schools operating a schoolwide project were deleted because most do not offer identifiable Chapter 1 services. The response rate for Chapter 1 teachers and aides was 91 percent, while the response rate for classroom teachers was 88 percent.

After we removed the few surveys that were not usable (such as non-teaching Chapter 1 staff returning surveys), the total number of usable surveys was as follows:

	Elementary	Middle/Secondary
Principals	580	311
Classroom teachers	454	228
Chapter 1 teachers and aides	967	412

Estimation Plans

Each sample school and teacher received a basic sampling weight equal to the reciprocal of its probability of selection. The basic sampling weight was adjusted for nonresponse on a district-by-district basis. Details of the weighting methodology are presented below.

The first step in the weighting process for the school survey was to assign a district-level weight, equal to the reciprocal of the probability of selection, to each sample district from which a sample of schools was drawn. These district-level weights were then ratio-adjusted on a stratum-by-stratum basis to account for sample districts from which none of the sample schools responded to the survey. The next step in the weighting process was to compute a within-district weight for each sample school equal to the reciprocal of the selection probability. The within-district weight was then multiplied by the district weight to form the basic school weight for each responding school. The basic school weight was then ratio-adjusted so that the weighted number of elementary Chapter 1 schools equalled 39,346 schools, and the weighted number of middle and secondary Chapter 1 schools equalled 10,654 schools. These two figures represent population control totals for the Chapter 1 school universe. The final step in the school weighting process involved truncating the school weight distribution to the 95th percentile, and then allocating the truncated weight total amount to the responding schools in proportion to their weight value. This truncation-and-weight-spreading step was carried out separately for elementary and middle/secondary Chapter 1 schools in order to maintain the control totals given above. This final school weight was then added to the school data file.

After the calculation of the school weights had been completed, weights were then computed for the teacher sample. For a given sample school, a stratified random sample of Chapter 1 teachers was drawn. The basic Chapter 1 teacher/aide weight was computed by multiplying the school weight described above by the ratio of the number of Chapter 1 teachers/aides in the school to the number that responded to the survey. For the classroom teacher weights, the school weight was multiplied by the ratio of the number of classroom teachers in the school to the number that responded to the survey. The basic teacher weight was then ratio-adjusted so the weighted number of Chapter 1 teachers/aides was in agreement with the population control totals of Chapter 1 teachers/aides; the same procedure was used for classroom teachers.

Justification of the Level of Accuracy

In order to judge the precision of school-level estimates we specified a survey percentage equal to 50 percent and used a two-stage cluster sample design effect equation of the form:

$$1 + \rho (\bar{b} - 1)$$

where ρ is the intracluster correlation and $\bar{b}$ is the mean number of sample schools per district. A moderately high degree of homogeneity was expected. A ρ value of 0.05 was therefore used in the design effect calculation. The expected 95-percent confidence limits for a survey percentage equal to 50 percent are shown below:

Elementary Chapter 1 Schools	$\pm 4.4\%$
Secondary Chapter 1 Schools	$\pm 5.3\%$

The precision of teacher-level estimates is a function of a three-stage cluster sample design effect equation of the form:

$$[1 + \rho_1 (\bar{b} - 1)] [1 + \rho_2 (\bar{n} - 1)]$$

where $\rho_1 = 0.05$ was the expected degree of homogeneity of schools within districts and $\rho_2 =$ was the expected degree of homogeneity of teachers within schools. We expected ρ_2 also to be moderately high and used a value of 0.05 in the above formula. The quantity $\bar{n}$ represents the mean number of sample teachers per school.

For a survey percentage equal to 50 percent, the expected 95-percent confidence limits are shown below.

<u>Elementary Schools</u>	
Chapter 1 Teachers	$\pm 3.7\%$
Non-Chapter 1 Teachers	$\pm 5.2\%$

<u>Secondary Schools</u>	
Chapter 1 Teachers	$\pm 4.4\%$
Non-Chapter 1 Teachers	$\pm 6.2\%$

Standard errors were computed for key survey estimate using the SUDAAN program. They are presented in Appendix E.

Procedures to Maximize Response Rates

Several techniques were used to maximize the response rates for the three surveys. The list of selected school districts and schools was sent to the state and district Chapter 1 coordinators with a letter briefly describing the purpose of the school surveys. Copies of the letters were also sent to EIAC coordinators in those states.

When the surveys were sent to the principals and teachers, the mailing also included (1) a letter from Abt Associates about the study, (2) a pre-addressed, postage-paid envelope in which to return the survey, and (3) the name of the senior project staff member whom the respondent can call with questions about the survey.

Two weeks after the initial mailing, a reminder postcard was sent to the entire survey sample. This postcard is a low-cost technique to remind respondents that a survey has been mailed to them. In case they have not received the survey or have misplaced it, the postcard lists a person and telephone number to call at AAI to request another copy.

Three weeks after the initial mailing, we initiated telephone reminders for all nonrespondents. Surveys were sent to those who did not receive the initial survey. In addition, within one month after the due date of the surveys, telephone interviews with nonresponding principals and teachers were conducted using a base of selected items. In selected cities, visits were made to schools to obtain completed surveys.

APPENDIX E

Backup Tables for Select Exhibits

BACKUP TABLES FOR SELECT EXHIBITS

Standard errors for selected exhibits of data from the three school surveys were computed using the SUDAAN standard error software package. The sample design for the principal survey is a stratified two-stage cluster design. The sample design for the teacher surveys is a stratified three-stage cluster design. The "DESIGN=WR" (with replacement selection of PSUs) option was used in all SUDAAN runs.

Backup to Exhibit 1.1

Percentage of Chapter 1 Schools and Students, By School Poverty Level

School Poverty ¹	Chapter 1 Elementary (Percent)				Chapter 1 Middle and Secondary (Percent)			
	Schools ²	SE	Students ³	SE	Schools ⁴	SE	Students	SE
0-34.9%	32%	±3.3	22%	±2.9	47%	±4.7	27%	±5.9
35-49.9	18	±2.7	14	±2.0	20	±4.6	12	±3.3
50-74.9	29	±2.9	26	±3.3	33	±5.0	61	±7.3
75-100	21	±2.8	38 ^a	±4.5	---	---	---	---
Total	100%		100%		100%		100%	

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch?

² The weighted base N of schools is 37,304, with an item nonresponse rate of 5 percent.

³ The weighted base N of schools is 32,681, with an item nonresponse rate of 17 percent.

⁴ The weighted base N of schools is 9,999, with an item nonresponse rate of 6 percent.

⁵ The weighted base N of schools is 8,217, with an item nonresponse rate of 23 percent.

^a This number is partially inflated (though not much) because some schoolwide projects consider the entire school enrollment as Chapter 1 students. On average, 61 percent of enrollments in schoolwide projects are Chapter 1-eligible students.

SE represents the standard error for the percentage of Chapter 1 schools and students.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.4

Percentage of Elementary Students in Chapter 1 Schools Who Stay in School, by School Poverty Level

School Poverty ¹	Average Percent of Students Enrolled Throughout 1990-91 ²	SE	Average Percent of Students from 1990-91 Returning for 1991-92 ³	SE
0-34.9%	90%	±1.0%	93%	±0.8%
35-49.9	85	±1.2	90	±1.0
50-74.9	82	±2.1	86	±2.4
75-100	82	±1.7	85	±1.6

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? Approximately one-quarter of Chapter 1 elementary schools are found in each category.

² The weighted base N of schools is 6,150, with an item nonresponse rate of 7 percent.

³ The weighted base N of schools is 5,144, with an item nonresponse rate of 11 percent.

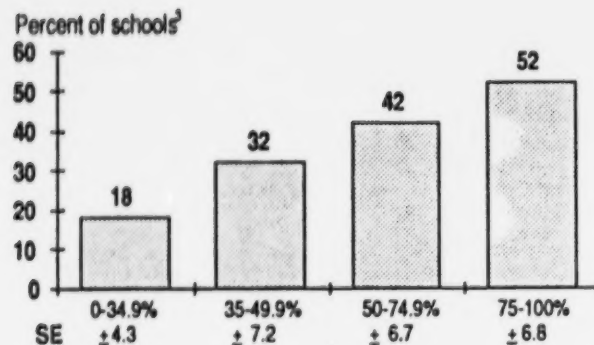
SE represents the standard error for the percentage of Chapter 1 elementary school students.

Source: Principal Survey of Chapter 1 Implementation, 1991.

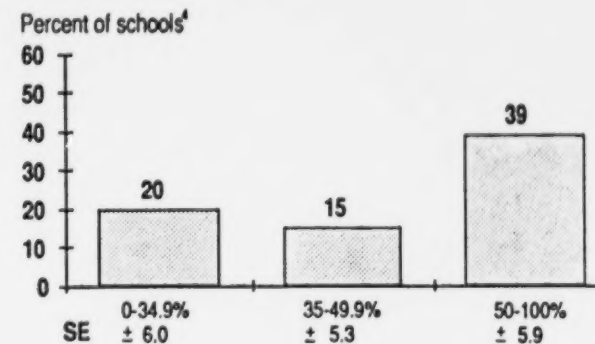
Backup to Exhibit 1.5

Percentage of Chapter 1 Schools in Which Student Mobility Is Seen as a Problem,¹ as Reported by School Principals, by School Poverty Level²

Elementary Schools



Middle/Secondary Schools



School Poverty

School Poverty

¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately 25 percent of the unweighted sample of elementary schools are found in each category. The lowest and highest poverty categories each have forty percent of the middle and secondary Chapter 1 schools, with 20 percent in the middle category.

³ The weighted base N is 36,790, with an item nonresponse rate of 6 percent.

⁴ The weighted base N is 9,735, with an item nonresponse rate of 9 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.6

Percentage of Middle and Secondary Students in Chapter 1 Schools
Who Stay in School, by School Poverty Level

School Poverty ¹	Average Percent of Students Enrolled Throughout 1990-91 ²	SE	Average Percent of Students from 1990-91 Returning for 1991-92 ³	SE
0-34.9%	91%	±1.3%	95%	±0.7%
35-49.9	91	±1.5	95	±0.8
50-100	86	±1.6	91	±1.3

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? The first and third poverty categories each have forty percent of schools, with 20 percent in the middle category.

² The weighted base N of schools is 9,462, with an item nonresponse rate of 11 percent.

³ The weighted base N of schools is 9,100, with an item nonresponse rate of 15 percent.

SE represents the standard error for the percentage of Chapter 1 students.

Source: Principal Survey of Chapter 1 Implementation, 1991.

Backup to Exhibit 1.7

Median Percentage of Chapter 1 Students Out of All Students in Chapter 1 Schools, by School Poverty Level¹

School Poverty	Chapter 1 Students (Median Percent)			
	Elementary ²	SE	Middle/Secondary ³	SE
0-34.9%	14%	±2.6%	12%	±1.2%
35-49.9	22	±2.4	17	±3.1
50-74.9	26	±1.4	39	±7.0
75-100	36	±2.5	-	
Overall	22%		17%	

¹ School poverty is based on the principal's report of the percentage of students who were eligible for free or reduced-price lunches. Approximately one-quarter of the unweighted sample of Chapter 1 elementary schools are found in each category. For Chapter 1 middle and secondary schools, the three poverty categories are 0-34 percent, 35-49.9 percent, and 50-100 percent. The first and third categories each have about 40 percent, with the remaining 20 percent in the middle category.

² The weighted base N is 3,738, with an item nonresponse rate of 14 percent.

³ The weighted base N is 8,837, with an item nonresponse rate of 17 percent.

Note: The relationship between school poverty and median percent of Chapter 1 students to all students is significant at the .01 level for both elementary and middle/secondary schools.

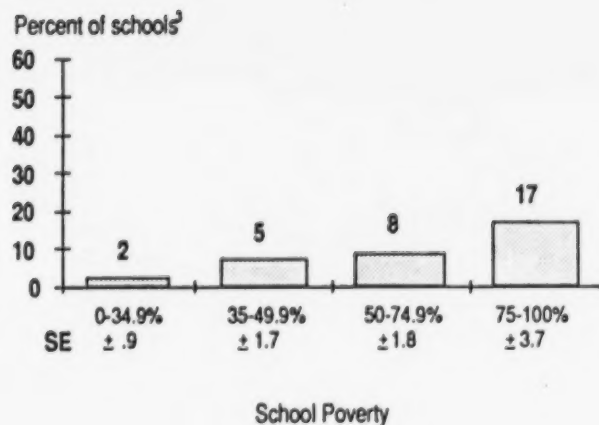
SE represents the standard error for the median percentage of Chapter 1 students.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

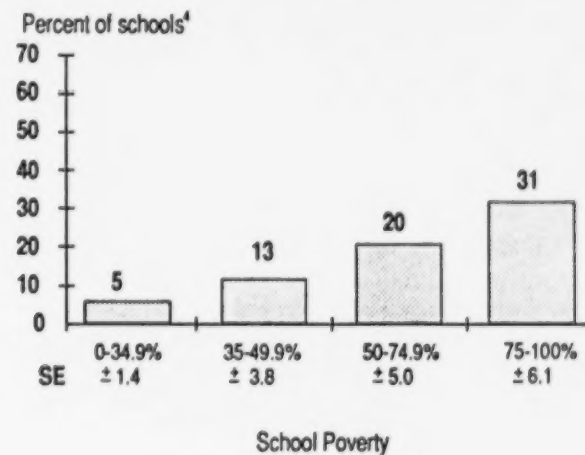
Backup to Exhibit 1.8

Percentage of Elementary Chapter 1 Schools in Which Attendance-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²

Student Tardiness or Class Cutting



Student Absenteeism



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of Chapter 1 elementary schools are found in each poverty category.

³ The weighted base N is 37,048 with an item nonresponse rate of 6 percent.

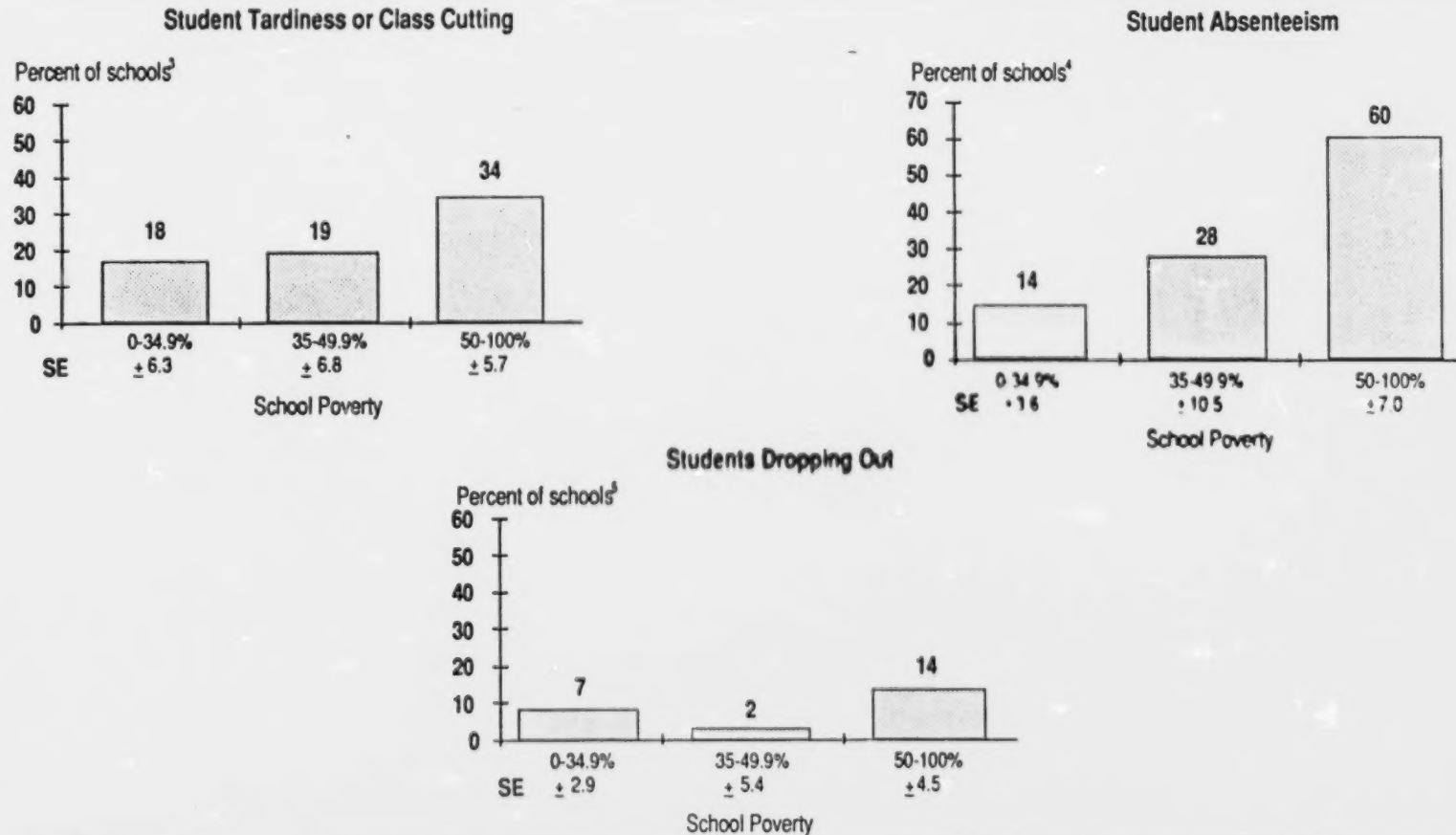
⁴ The weighted base N is 37,157 with an item nonresponse rate of 6 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.9

Percentage of Middle and Secondary Chapter 1 Schools In Which Attendance-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary schools, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,901, with an item nonresponse rate of 7 percent.

⁴ The weighted base N is 9,963, with an item nonresponse rate of 6 percent.

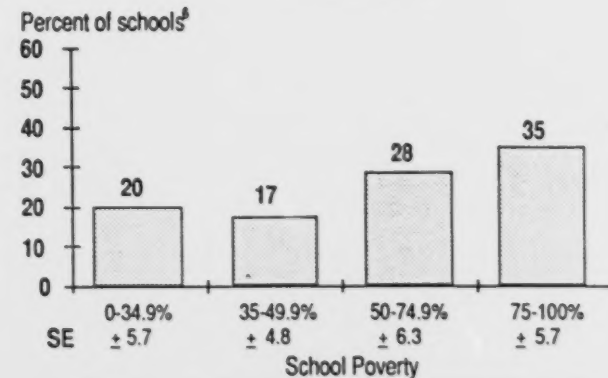
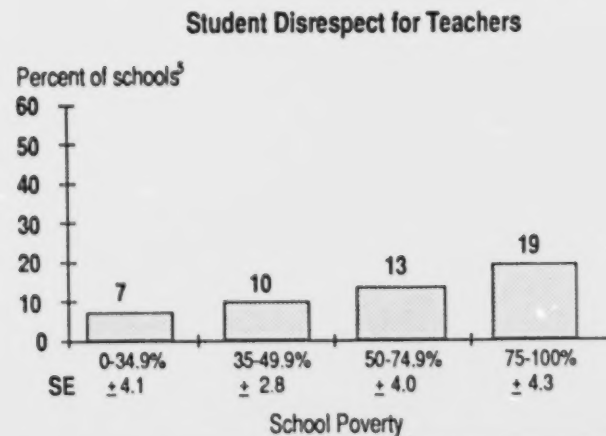
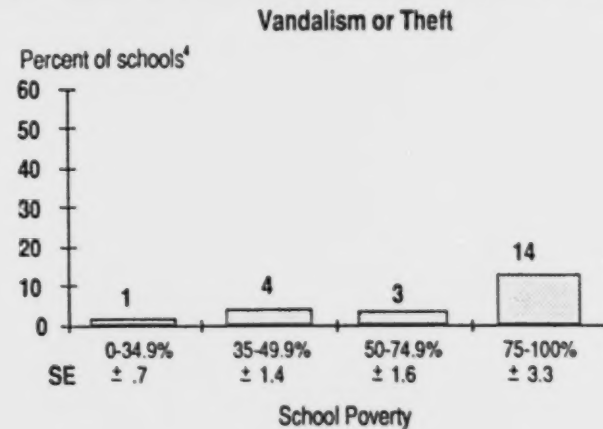
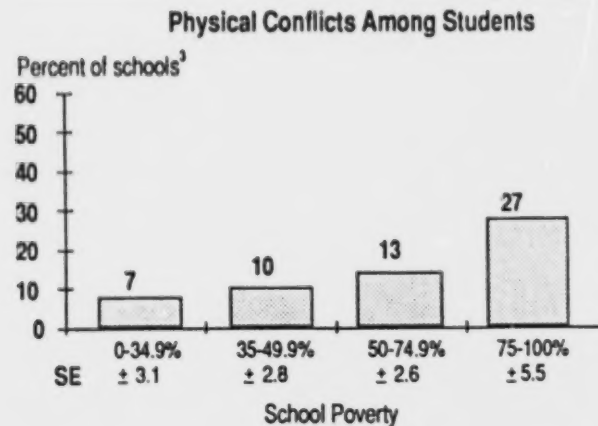
⁵ The weighted base N is 9,652, with an item nonresponse rate of 9 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.10

Percentage of Elementary Chapter 1 Schools in Which Certain Student Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of Chapter 1 elementary schools are found in each poverty category.

³ The weighted base N is 36,861, with an item nonresponse rate of 6 percent.

⁵ The weighted base N is 36,768 with, an item nonresponse rate of 7 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

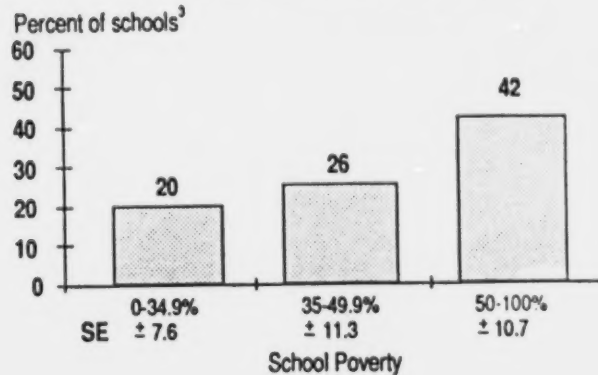
⁴ The weighted base N is 36,790, with an item nonresponse rate of 6 percent.

⁶ The weighted base N is 36,573, with an item nonresponse rate of 7 percent.

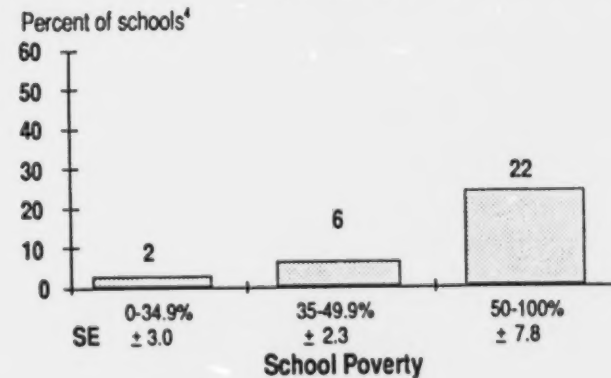
Backup to Exhibit 1.11

Percentage of Chapter 1 Middle and Secondary Schools in Which Certain Student Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²

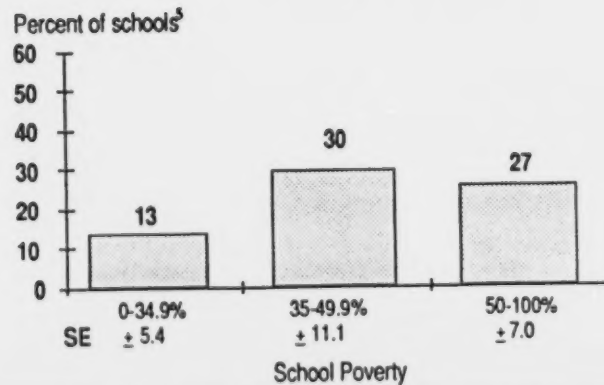
Physical Conflicts Among Students



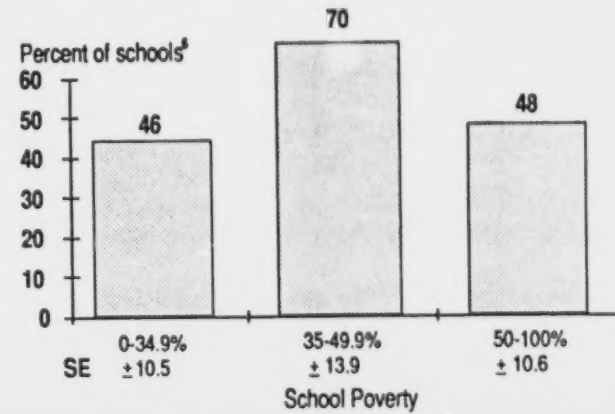
Vandalism or Theft



Student Disrespect for Teachers



Student Apathy



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary schools, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,953, with an item nonresponse rate of 7 percent.

⁵ The weighted base N is 9,980, with an item nonresponse rate of 6 percent.

⁴ The weighted base N is 9,987, with an item nonresponse rate of 6 percent.

⁶ The weighted base N is 9,724, with an item nonresponse rate of 9 percent.

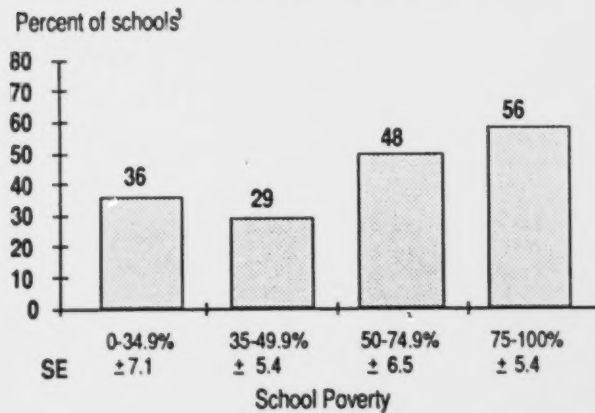
SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

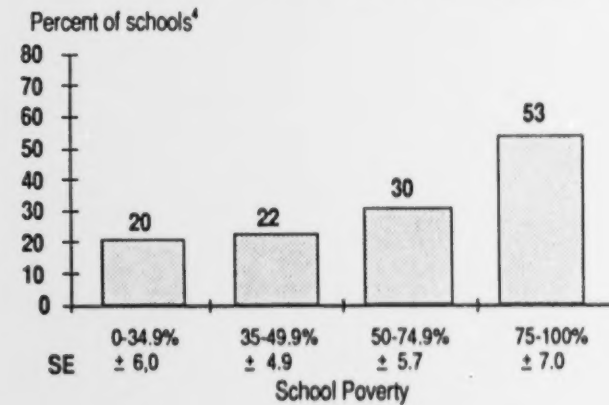
Backup to Exhibit 1.12

Percentage of Elementary Chapter 1 School in Which Family-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²

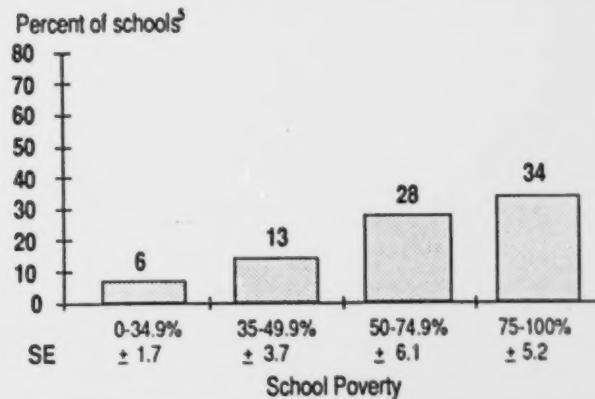
Lack of Parental Supervision



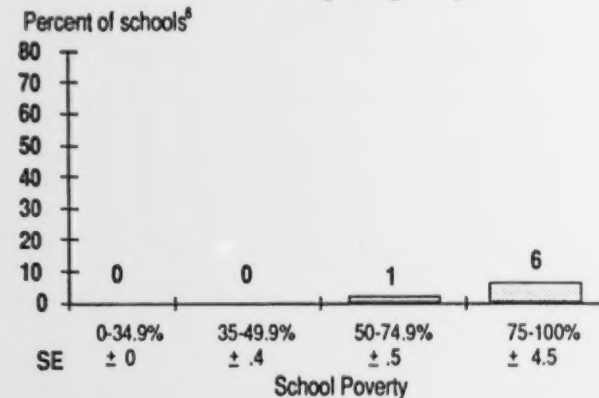
Inadequate Nutrition or Rest Among Students



Substance Abuse by Students or Family Members



Teenage Pregnancy



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. Approximately one-quarter of elementary Chapter 1 schools are found in each poverty category.

³ The weighted base N is 36,096, with an item nonresponse rate of 8 percent.

⁴ The weighted base N is 36,866, with an item nonresponse rate of 6 percent.

⁵ The weighted base N is 36,860, with an item nonresponse rate of 6 percent.

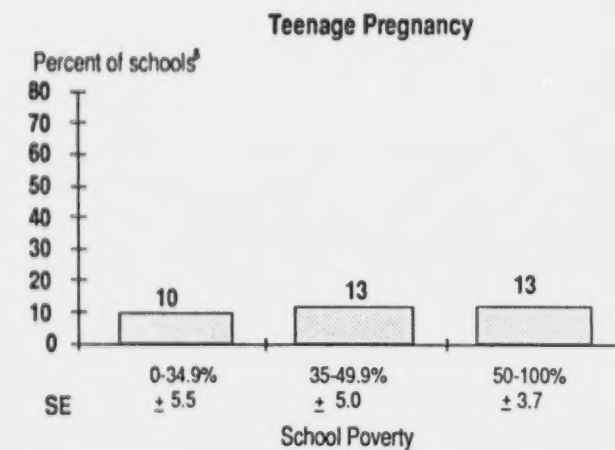
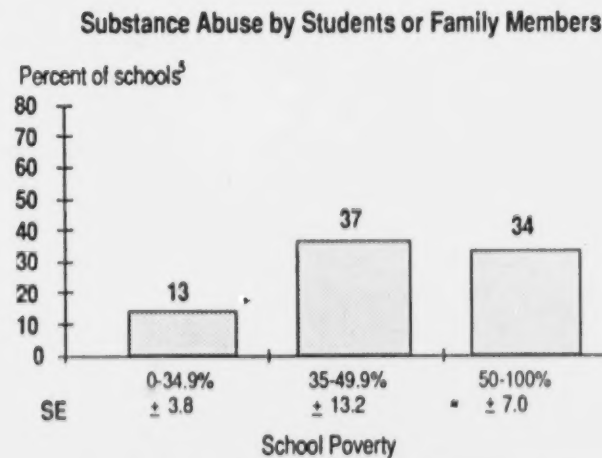
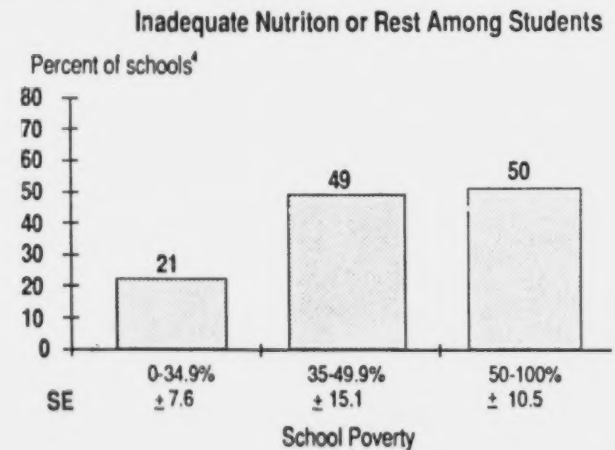
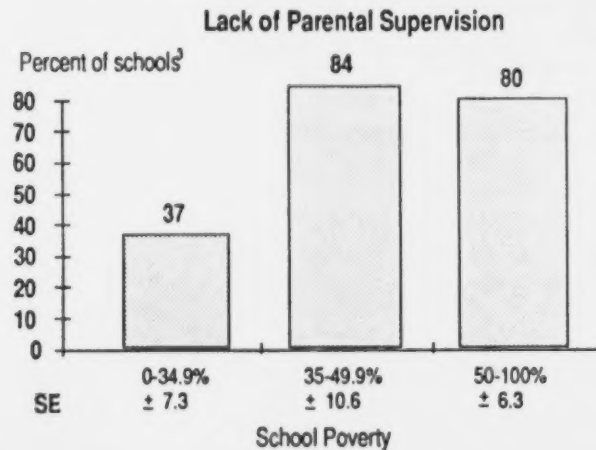
⁶ The weighted base N is 36,592, with an item nonresponse rate of 7 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.13

Percentage of Middle and Secondary Chapter 1 Schools in Which Family-Related Behavior¹ Is Seen as a Problem, as Reported by Principals, by School Poverty Level²



¹ Student behavior was defined as a problem if the principal reported it was either a "moderate problem" or a "serious problem." The other response categories were "minor problem" and "not a problem."

² School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch. The highest and lowest poverty categories each have forty percent of Chapter 1 middle and secondary schools, with the remaining 20 percent in the middle poverty category.

³ The weighted base N is 9,709, with an item nonresponse rate of 9 percent.

⁵ The weighted base N is 9,652, with an item nonresponse rate of 9 percent.

⁴ The weighted base N is 9,692, with an item nonresponse rate of 9 percent.

⁶ The weighted base N is 9,664, with an item nonresponse rate of 9 percent.

SE represents the standard error for the percentage of schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.14

Percentage of Elementary Classroom and Chapter 1 Teachers
Who Strongly Agree¹ with Statements About School Climate

Statement	Teachers (Percent)							
	Lowest-Poverty Schools ²				Highest-Poverty Schools			
	Classroom Teacher	SE	Chapter 1 Teacher ³	SE	Classroom Teacher	SE	Chapter 1 Teacher	SE
Teacher Spirit and Cooperation								
Staff members maintain high standards	75%	±6.0	60%	±8.9	53%	±7.9	34%	±7.6
I usually look forward to each working day at this school	69	±7.6	74	±6.9	60	±7.3	66	±5.8
There is a great deal of cooperative effort among staff members	62	±7.4	60	±7.6	46	±7.8	39	±8.1
Teachers in this school are continually learning and seeking new ideas	60	±7.2	50	±8.3	42	±7.9	44	±7.1
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	51	±6.6	53	±7.1	46	±7.8	29	±6.8
Support from School Administration								
My principal enforces school rules for student conduct and backs me up when I need it	78	±4.6	70	±8.8	56	±8.8	62	±9.7
The school's administration knows the problems faced by staff	45	±8.3	38	±8.0	35	±6.9	45	±9.5
Routine duties and paper work interfere with my job of teaching	35	±6.6	12	±4.0	30	±8.8	15	±5.4
Teachers' Attitudes toward Students								
The attitude and habits my students bring to my class greatly reduce their chances for academic success	10	±3.1	10	±4.0	35	±9.5	14	±4.0
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	5	±2.0	4	±2.0	21	±7.7	3	±1.5
Many of the students I teach are not capable of learning the material I am supposed to teach them	5	±4.4	4	±2.9	11	±5.6	0	±0.0

¹ The other response categories were "agree," "disagree," and "strongly disagree."

² Lowest poverty is less than 35 percent while highest poverty is at least 75 percent of students eligible for free or reduced-price lunches. The nonresponse rate is 6 percent. For the lowest-poverty schools the weighted base N is 32,716, with an item nonresponse rate of 0 percent. For the highest-poverty schools the weighted base N ranges from 84,880 to 85,482, with an item nonresponse rate of about 1 percent.

³ The average weighted base N is 58,178, with an item nonresponse rate of 3 percent.

SE represents the standard error for the percentage of Chapter 1 teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 1.15

Percentage of Middle and Secondary Classroom and Chapter 1 Teachers
Who Strongly Agree¹ with Statements About School Climate

Statement	Classroom Teachers ³				Teachers ² (Percent)			
	Lowest-Poverty Schools	SE	Highest-Poverty Schools	SE	Lowest-Poverty Schools	SE	Highest-Poverty Schools	SE
Teacher Spirit and Cooperation								
I usually look forward to each working day at this school	55%	±8.5	46%	±8.7	37%	±12.2	49%	±11.8
Teachers in this school are continually learning and seeking new ideas	49	±6.7	26	±6.4	22	±9.4	38	±14.2
Staff members maintain high standards	44	±8.8	25	±7.6	30	±11.0	41	±13.1
There is a great deal of cooperative effort among staff members	37	±9.8	17	±6.3	32	±11.7	17	±7.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	26	±8.2	23	±8.4	24	±10.6	21	±7.7
Support from School Administration								
My principal enforces school rules for student conduct and backs me up when I need it	48	±9.8	50	±8.4	39	±5.7	67	±10.7
The school's administration knows the problems faced by staff	36	±10.1	26	±6.3	20	±7.7	47	±11.9
Routine duties and paper work interfere with my job of teaching	30	±8.4	27	±10.2	10	±4.3	38	±11.7
Teachers' Attitudes toward Students								
The attitude and habits my students bring to my class greatly reduce their chances for academic success	26	±7.2	48	±8.3	61	±12.4	46	±11.0
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching	5	±2.6	39	±9.0	29	±12.0	32	±12.6
Many of the students I teach are not capable of learning the material I am supposed to teach them	1	±0.8	22	±8.9	2	±1.3	11	±7.1

¹ The other response categories were "agree," "disagree," and "strongly disagree."

² This item was answered only by respondents to the mail survey. For middle and secondary teachers, the weighted base N is 166,439, with an item nonresponse rate of 4 percent. For Chapter 1 teachers, the weighted base N varies with item. The average is 17,423, with an item nonresponse rate of 1 percent.

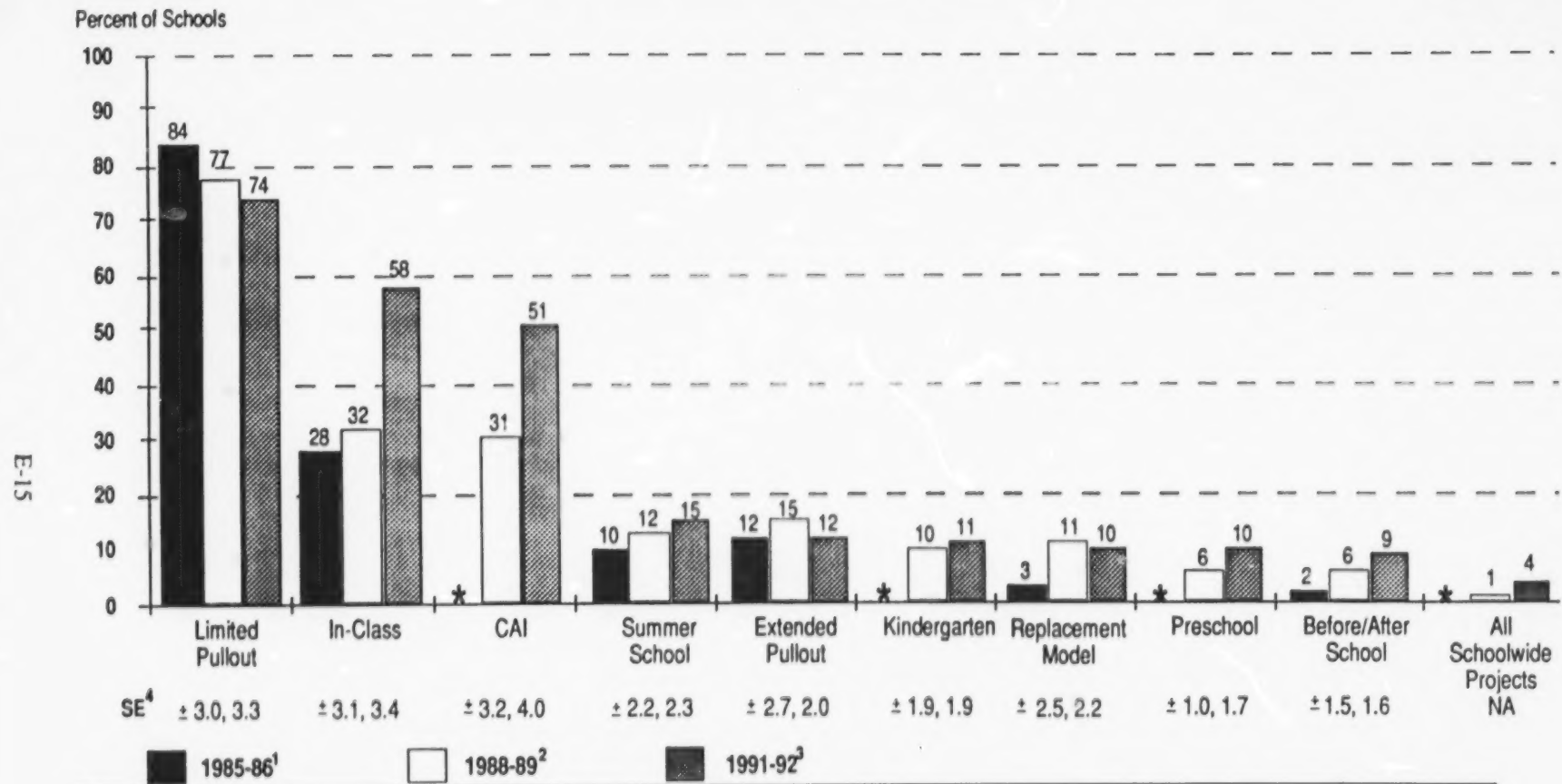
³ Lowest poverty is less than 35 percent while highest poverty is at least 50 percent of students eligible for free or reduced-price lunches.

SE represents the standard error for the percentage of Chapter 1 teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 2.1

Chapter 1 Program Design in Elementary Schools



* Not Available.

¹ Chapter 1 Reading Only.

² The weighted base N is 36,760, with an item nonresponse rate of 5 percent. Four percent of the Chapter 1 schools in the survey did not offer Chapter 1 in 1988-89.

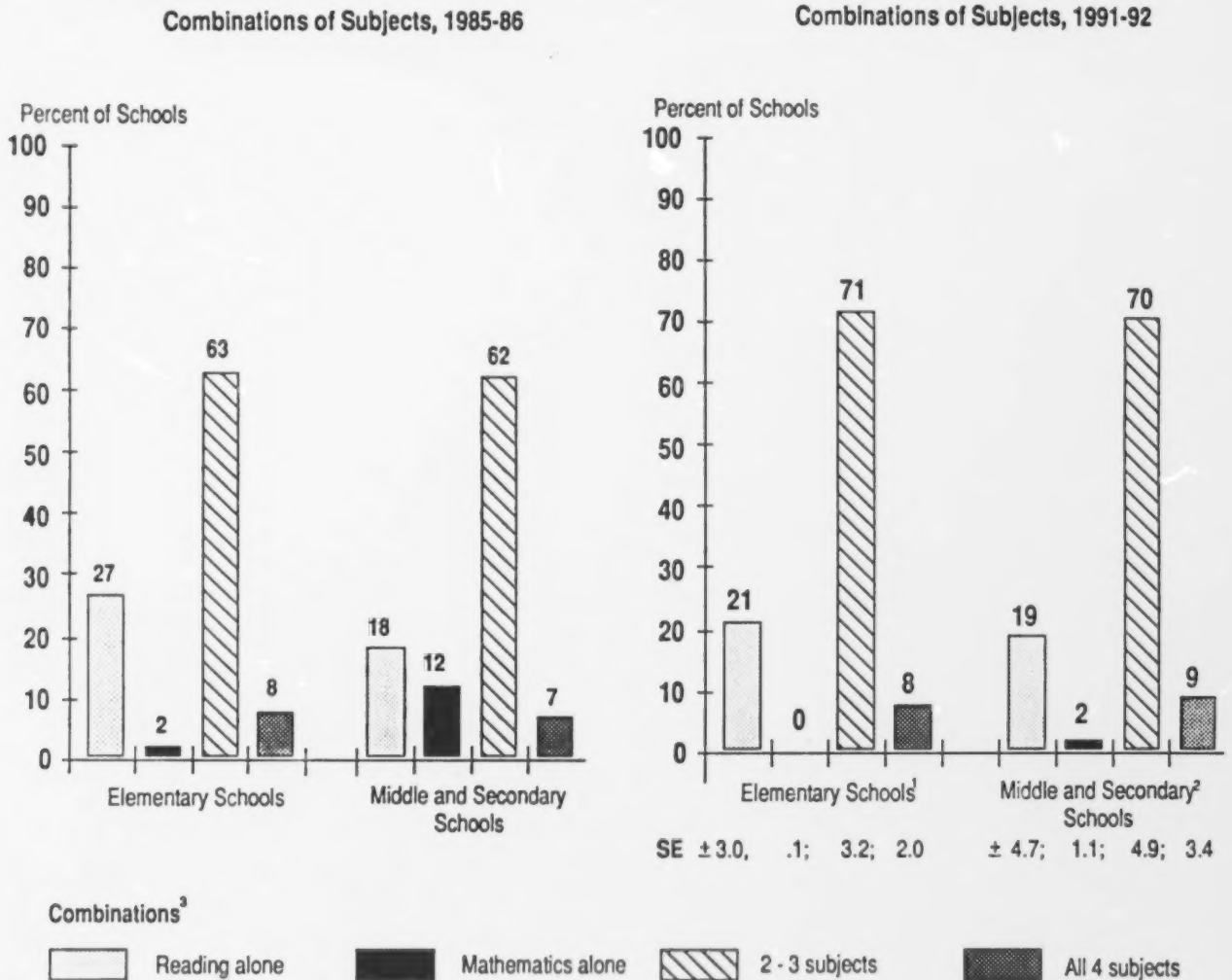
³ The weighted base N is 39,251, with an item nonresponse rate of less than 1 percent.

⁴ SE represents the standard error for the percentage of Chapter 1 schools offering each design option for 1988-89 and 1991-92.

Source: for the 1985-86 year, Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86;
for the years 1988-89 and 1991-92: Principal Survey of Chapter Implementation, 1991-92.

Backup to Exhibit 2.4

Combinations of Chapter 1 Subjects Offered, 1985-86 and 1991-92



¹ The weighted base N is 38,044 with an item nonresponse rate of 3 percent.

² The weighted base N is 10,453 with an item nonresponse rate of 2 percent.

³ The four subjects are reading, mathematics, language arts, and English-as-a-Second-Language (ESL).

Figure reads: In 1985-86, 27 percent of Chapter 1 elementary schools offered reading alone, but in 1991-92 that percent had dropped to 21 percent of Chapter 1 elementary schools.

SE represents the standard error for the percentage of Chapter 1 schools. Standard errors are not available for 1985-86.

Source: Survey of Schools conducted for the Chapter 1 National Assessment, 1985-86, and the Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 2.5

Reasons for Changing Chapter 1 Programs, As Reported by Principals

Reason	Principals (Percent)			
	Elementary Schools ¹	SE	Middle/Secondary Schools ²	SE
Wanted Chapter 1 students to have instruction more closely tied with regular classroom instruction	76%	±4.2%	76%	±9.4%
Wanted to extend Chapter 1 services to more students	50	±5.2	47	±10.9
Increase in Chapter 1 allocation	45	±5.2	48	±11.1
Wanted more Chapter 1 services delivered by certified professionals	40	±4.9	37	±10.5
Wanted Chapter 1 students to have more instruction time	37	±4.9	35	±9.5
Wanted Chapter 1 students to have focused instruction without distractions	36	±4.4	47	±10.6
Wanted Chapter 1 to operate in more grades	34	±5.1	11	±3.3
Less space available within the school building	25	±4.8	10	±3.2
Wanted to add a computer laboratory	25	±4.4	36	±8.9
Wanted more Chapter 1 services delivered by aides	21	±4.5	15	±7.1

Reasons listed above are limited to items checked by at least 20 percent of the principals.

¹ The weighted base N is 18,011, with an item nonresponse rate of 2 percent.

² The weighted base N is 3,690, with an item nonresponse rate of 2 percent.

SE represents the standard error for the percentage of Chapter 1 principals.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 2.6

Chapter 1 Resources Related to Student Performance

At any time over the past five years, has this school experienced a decrease in Chapter 1 resources because of improved student performance?

Response	Schools (Percent)			
	Elementary ¹	SE	Middle/Secondary ²	SE
Yes	13%	±2.5%	5%	±2.6%
No	71	±3.2	76	±4.0
Chapter 1 resources declined, but I am not sure of the reason	4	±1.5	2	±0.7
Don't know whether Chapter 1 resources have declined	12	±2.7	17	±3.3
Total	100%		100%	

¹ The weighted base N is 37,972, with an item nonresponse rate of 3 percent.

² The weighted base N is 10,345, with an item nonresponse rate of 3 percent.

SE represents the standard error for the percentage of Chapter 1 schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 2.8

Principals' Preferences for "Major Investment"¹ in Chapter 1 Program Elements, by School Poverty²

Program Elements	Principals (Percent)							
	Elementary ³				Middle/Secondary ⁴			
	High-Poverty	SE	Low-Poverty	SE	High-Poverty	SE	Low-Poverty	SE
Hiring teachers to provide instruction to low achievers	61%	±7.2	45%	±6.7	65%	±6.5	48%	±8.1
Hiring classroom teachers to reduce class size overall	59	±6.3	54	±6.5	57	±10.1	47	±9.8
Providing staff development	52	±7.1	22	±4.8	44	±7.1	24	±5.8
Purchasing computers and software	44	±7.4	25	±6.0	47	±7.3	20	±5.9
Providing or expanding preschool for four-year olds	41	±5.0	22	±5.7	16	±6.0	12	±6.0
Hiring social workers or parent liaisons to work with families	41	±5.7	20	±6.2	41	±10.3	20	±5.6
Purchasing instructional equipment and materials other than computers	36	±5.2	10	±3.8	31	±9.7	10	±2.4
Hiring instructional aides	36	±6.2	19	±4.9	27	±6.8	21	±8.0
Providing or expanding extended-day kindergarten	33	±4.9	19	±5.2	11	±4.0	10	±5.9
Hiring counselors or psychologists	27	±5.6	19	±6.2	31	±9.5	12	±3.8

¹ The other response categories were "no investment," "a minor investment," and "a moderate investment."

² High-poverty elementary schools are those with at least 75 percent of students eligible for free or reduced-price lunches, and low-poverty schools are those where less than 35 percent of students are eligible for free or reduced-price lunches. High-poverty middle and secondary schools are those with at least 50 percent poverty, while low-poverty schools have at least 35 percent poverty. The nonresponse rate for both elementary and middle/secondary schools is 5 percent.

³ The weighted base N for the first column is 7,653, with an item nonresponse rate of 3 percent. For the second column the weighted base N is 11,554, with an item nonresponse rate of 3 percent.

⁴ The weighted base N for the third column is 3,136, with an item nonresponse rate of 7 percent. For the fourth column the weighted base N is 4,679, with an item nonresponse rate of 1 percent.

SE represents the standard error for the percent of Chapter 1 principals.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 2.9

Chapter 1 Schools Eligible to Operate Schoolwide Projects, Under Various School Poverty Assumptions

Eligibility Cutoff (School Poverty) ¹	Eligible Chapter 1 Schools (Cumulative Percent)				Eligible Chapter 1 Schools (Cumulative Number)			
	All Schools ²	SE	Elementary Schools ³	SE	All Schools ²	SE	Elementary Schools ³	SE
75%	20%	±2.6%	21%	±2.8%	9,301	±1,306	7,908	±1,077
70	24	±2.8	26	±3.0	11,303	±1,401	9,561	±1,171
65	29	±2.9	31	±3.2	13,515	±1,495	11,475	±1,280
60	35	±2.8	38	±3.0	16,744	±1,512	14,359	±1,273
55	40	±2.9	43	±3.1	18,870	±1,676	16,051	±1,346
50	46	±2.9	50	±3.0	21,879	±1,672	18,526	±1,331
45	53	±2.5	57	±2.8	25,234	±1,607	21,089	±1,305
40	60	±2.8	63	±3.3	28,322	±1,751	23,474	±1,495
35	65	±2.8	68	±3.3	30,744	±1,787	25,378	±1,519
30	76	±2.6	79	±3.1	35,875	±1,930	29,339	±1,537

¹ Poverty is defined by the principal's response to the item: Approximately what percent of the students currently enrolled in your school are eligible to receive free or reduced-price lunch? For a school to be eligible to operate a schoolwide project, 75 percent of students must receive free or reduced-price lunch or show evidence of poverty by such other criteria as receipt of Aid to Families with Dependent Children (AFDC).

² The weighted base N of all schools is 47,398, with an item nonresponse rate of 5 percent.

³ The weighted base N of elementary schools is 37,304, with an item nonresponse rate of 5 percent.

SE represents the standard error for the percentage of Chapter 1 schools.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 3.1

Location of Chapter 1 Instruction, as Reported by Elementary Classroom Teachers with Chapter 1 Students, by Type of Provider

Provider	Elementary Teachers Reporting (Percent)											
	Reading/Language Arts						Mathematics					
	All Schools	SE	Highest-Poverty Schools	SE	Lowest-Poverty Schools	SE	All Schools	SE	Highest-Poverty Schools	SE	Lowest-Poverty Schools	SE
Outside the classroom ¹ :	81%	±4.3	60%	±10.6	92%	±2.4	67%	±6.5	48%	±13.1	76%	±10.0
A certified teacher ²	(66)	±4.7	(72)	±9.5	(63)	±9.1	(63)	±7.0	--	--	--	--
A certified teacher and aide together	(32)	±5.3	(29)	±10.0	(42)	±9.4	(27)	±7.0	--	--	--	--
An instructional aide	(27)	±6.0	(10)	±4.8	(28)	±13.1	(27)	±6.4	--	--	--	--
Computer-assisted instruction	(22)	±4.1	(32)	±9.6	(21)	±8.0	(20)	±5.5	--	--	--	--
In the classroom:												
An instructional aide ³	26	±5.0	44	±12.2	17	±6.9	34	±6.2	56	±11.1	19	±7.5
A certified teacher ³	13	±2.8	17	±6.7	11	±5.7	8	±2.6	7	±3.9	11	±7.4

¹ The weighted base N is 255,191, with an item nonresponse of 1 percent for reading/language arts. For mathematics, the weighted base N is 160,816, with an item nonresponse rate of 0 percent.

² The weighted base N for the next four rows is 203,641, with an item nonresponse rate of less than 1 percent for reading/language arts. For mathematics, the weighted base N is 107,715, with an item nonresponse rate of 0 percent. The teachers and aides are those who provide personal instruction, not computer-assisted instruction. Sample sizes are too small to compute distributions by poverty.

³ The weighted base N is 252,677, with an item nonresponse rate of 1 percent for reading/language arts. For mathematics, the weighted base N is 161,203, with an item nonresponse rate of 0 percent.

Total adds to more than 100 percent because some Chapter 1 children in the classroom may receive services in one setting, while others receive services in a different setting or with a different provider.

Figure reads: Eighty-one percent of elementary classroom teachers with Chapter 1 students receiving services in reading/language arts reported that some students receive services outside the classroom. Of these teachers where students receive services outside the classroom, 66 percent of teachers reported that certified teachers provided those services.

SE represents the standard error for the percentage of teachers reporting.

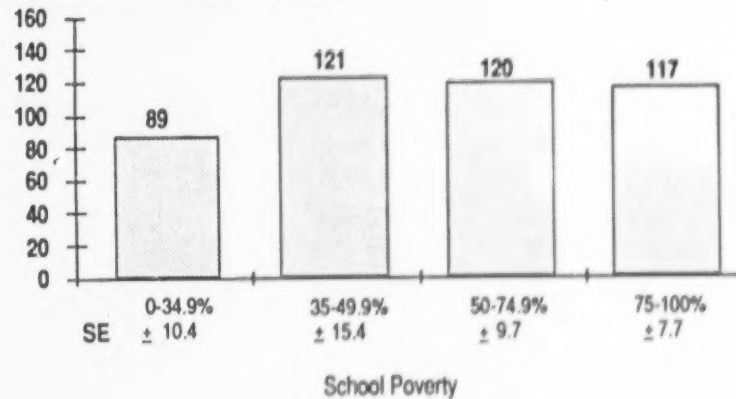
Source: Classroom Teachers Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 3.3

Median Time Spent on Reading/Language Arts, as Reported by Elementary Classroom Teachers, by School Poverty Level¹

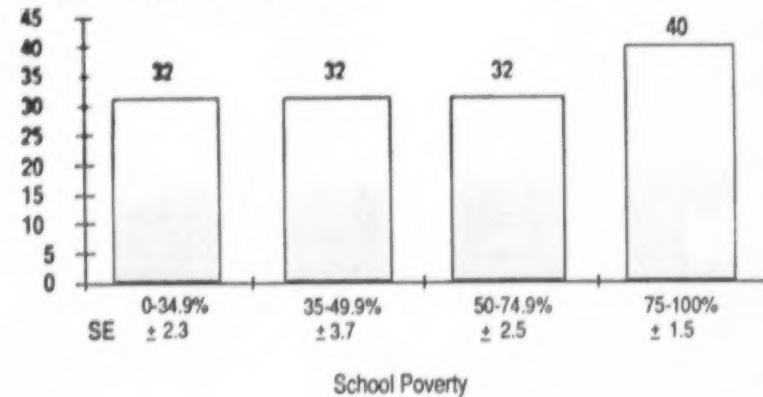
Regular Reading/Language Arts Instruction²

Median Minutes of Instruction per Day



Chapter 1 Reading/Language Arts Instruction Outside the Regular Classroom³

Median Minutes of Instruction per Day



¹ School poverty classifications are based on the principal's report of the percent of students who were eligible for free or reduced-price lunch.

² The weighted base N is 223,760, with an item nonresponse rate of 12 percent.

³ The weighted base N is 186,078, with an item nonresponse rate of 9 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Regular Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 3.4

Activities Missed When Elementary Students Receive Chapter 1 Services, as Reported by Classroom Teachers

Activities Missed	Teachers Reporting (Percent)			
	Reading/Language Arts ¹	SE ²	Mathematics ³	SE
Reviewing instruction in the same subject	32%	±5.8%	25%	±5.5%
Doing seatwork	18	±4.1	24	±6.0
Receiving new instruction in the same subject	17	±3.3	14	±4.7
Receiving instruction in another subject	14	±3.5	22	±5.0
Other activities	12	±2.8	9	±2.3
Receiving instruction in the same subject, plus seatwork and another activity	7	±3.1	6	±3.6
Total	100		100	

¹ The weighted base N is 247,420, with an item nonresponse rate of 3 percent.

² SE represents the standard error for the percentage of teachers reporting the primary activity missed.

³ The weighted base N is 158,828, with an item nonresponse rate of 2 percent.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 3.5

Focus of Chapter 1 Instruction as Reported by Elementary Classroom Teachers

Type of Chapter 1 Instruction	Teachers Reporting (Percent)											
	Reading/Language Arts ¹						Mathematics ²					
	Major Focus	SE	Minor Focus	SE	Not Covered	SE	Major Focus	SE	Minor Focus	SE	Not Covered	SE
Reinforcement of concepts taught in regular classroom (i.e., drill and practice)	84%	±3.6	11%	±2.6	5%	±2.9	97%	±1.1	2%	±0.8	1%	±.8
Alternative presentation of concepts taught in regular classroom	54	±5.6	39	±5.5	7	±2.3	51	±6.6	42	±6.4	7	±2.5
Development of higher-order thinking skills	29	±4.4	53	±4.8	18	±3.6	21	±4.7	59	±6.0	20	±4.6

¹ The weighted base N for these three items ranges from 234,688 to 248,103, with an item nonresponse rate from 2 to 8 percent.

² The weighted base N for the first three items ranges from 142,513 to 157,337, with an item nonresponse rate from 2 to 13 percent.

SE represents the standard error for the percentage of Chapter 1 classroom teachers.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 3.6

Primary Instructional Materials Used by Classroom Teachers and Chapter 1 Staff, as Reported by Elementary Classroom Teachers

Please indicate how the primary materials you use with Chapter 1 students compare with the primary materials used by the Chapter 1 teacher/aide with the same Chapter 1 students.

Response	Teachers Reporting (Percent)			
	Reading/Language Arts ¹	SE	Mathematics ²	SE
The Chapter 1 teacher/aide uses the <i>same materials</i> or series at the <i>same instructional levels</i> that I use	33%	±4.8%	34%	±6.5%
The Chapter 1 teacher/aide uses <i>different materials</i> or series at the <i>same instructional levels</i> that I use	20	±3.7	22	±5.2
The Chapter 1 teacher/aide uses the <i>same materials</i> or series at <i>different instructional levels</i> from the ones I use	11	±3.0	16	±5.1
The Chapter 1 teacher/aide uses <i>different materials</i> or series at <i>different instructional levels</i> from the ones I use	23	±4.7	18	±5.2
I don't know which materials/series the Chapter 1 teacher/aide uses	13	±3.7	10	±3.9
Total	100%		100%	

¹ The weighted base N of classroom elementary teachers is 237,099, with an item nonresponse rate of 7 percent.

² The weighted base N of classroom elementary teachers is 150,452, with an item nonresponse of 8 percent.

SE represents the standard error for the percentage of Chapter 1 classroom teachers reporting.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 4.5

Role of Chapter 1 Staff in Decisions on Student Progress, as Reported by Classroom Teachers

In which of the following areas does the Chapter 1 staff assist in making decisions about student progress in the regular education program in your school?

Role	Classroom Teachers Reporting (Percent)			
	Elementary Grades ¹	SE	Middle/Secondary Grades ²	SE
Placement in classes or grouping for instruction based on achievement level	55 %	±3.8 %	54 %	±5.2 %
Receipt of other special services (e.g., speech therapy, special education, ESL/bilingual)	45	±3.8	42	±6.2
Grade advancement	28	±3.3	29	±5.2
Assigning course grades	15	±2.6	25	±5.9
None of the above	30	±3.8	28	±5.8

¹ The weighted base N is 482,853, with a nonresponse rate of 1 percent.

² The weighted base N is 180,611, with a nonresponse rate of 7 percent.

Figure reads: Fifty-five percent of all classroom teachers reported that Chapter 1 staff assist in making decisions on student placement.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 4.6

Quality of Coordination Between the Regular Instructional Program and the Chapter 1 Program, as Reported by School Staff

How would you rate the overall quality of coordination between the regular instructional program and the Chapter 1 program?

Quality of Coordination	Staff Reporting (Percent)					
	Principal ¹	SE	Regular Teachers ²	SE	Chapter 1 Teachers ³	SE
Elementary Schools						
Excellent	50%	±3.6%	38%	±3.8%	42%	±4.4
Good	40	±3.3	38	±3.7	48	±4.2
Fair	9	±2.0	19	±3.0	8	±1.7
Poor	1	±0.3	5	±1.6	2	±0.7
Total	100%		100%		100%	
Middle and Secondary Schools						
Excellent	53%	±6.1	17%	±3.9	30%	±8.2
Good	39	±6.1	37	±6.0	46	±7.6
Fair	7	±1.9	20	±5.4	12	±3.7
Poor	1	±0.8	26	±5.5	12	±4.7
Total	100%		100%		100%	

¹ The weighted base N for elementary school principals is 38,683, with an item nonresponse rate of 2 percent. The weighted base N for middle and secondary school principals is 10,386, with an item nonresponse rate of 3 percent.

² The weighted base N for elementary classroom teachers is 471,775, with an item nonresponse rate of 3 percent. The weighted base N for middle and secondary grade teachers is 184,287, with an item nonresponse rate of 5 percent.

³ The weighted base N for Chapter 1 elementary teachers is 55,607, with an item nonresponse rate of 8 percent. The weighted base N for Chapter 1 middle and secondary teachers is 17,322, with an item nonresponse rate of 7 percent.

SE represent the standard error for the percentage of respondents reporting.

Source: Principal, Classroom Teachers and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 4.7

Availability of Test Score Information on Chapter 1 Students

Staff Member	Staff Receiving Test Scores (Percent)	SE
Elementary Schools ¹		
Principal	89%	±2.2%
Classroom Teachers	71	±4.2
Chapter 1 Teachers	92	±2.5
Middle and Secondary Schools ²		
Principal	91	±3.4
Classroom Teachers	41	±7.3
Chapter 1 Teachers	89	±5.5

¹ The weighted base N for elementary school principals is 38,518, with an item nonresponse rate of 2 percent. The weighted base N for classroom elementary teachers is 459,956, with an item nonresponse rate of 6 percent. The weighted base N for Chapter 1 elementary teachers is 59,286, with an item nonresponse rate of 2 percent.

² The weighted base N for middle and secondary school principals is 10,325, with an item nonresponse rate of 3 percent. The weighted base N for middle and secondary school classroom teachers is 112,163, with an item nonresponse rate of 42 percent. The weighted base N for Chapter 1 middle and secondary school teachers is 18,272, with an item nonresponse rate of 1 percent.

SE represents the standard error for the percentage of respondents reporting.

Source: Principal, Classroom Teachers, and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 4.8

Uses of Test-Score Information on Chapter 1 Students by Elementary Teachers

In what ways do you use the test scores you receive on Chapter 1 students?

Use	Teachers Reporting (Percent)			
	Classroom ¹	SE	Chapter 1 ²	SE
I review the test scores but do not have an opportunity to use them	6%	± 1.5%	7%	± 2.7%
Based on the test scores, I use different instructional methods for certain students	72	± 4.5	84	± 3.2
I discuss the students' test scores with the Chapter 1 staff/with the regular classroom teacher	70	± 4.6	82	± 4.0
Based on the test scores, I alter my curriculum materials to match the students	62	± 5.3	82	± 2.8
Other	4	± 1.2	10	± 1.9

¹ The weighted base N for the first response is 314,809. For the remaining responses, the weighted base N is 296,046. The nonresponse rate is 1 percent.

² The weighted base N for the first response is 52,324. For the remaining responses, the weighted base N is 48,709. The nonresponse rate is 0 percent.

Figure reads: Of the classroom teachers who have the opportunity to use test scores on Chapter 1 students, 72 percent report using different instructional methods for some students.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Teacher Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 5.2

Activities with Parents, as Reported by Classroom Teachers

Activity	Teachers Reporting Activities (Percent)			
	Elementary ¹	SE	Middle/Secondary ²	SE
The classroom teacher calls parents	86%	±2.4%	87%	±4.0%
The classroom teacher provides interim written reports during grading periods	74	±3.7	80	±4.6
Parents are requested to sign off on homework or classwork in the regular classroom	48	±3.7	25	±4.8
Chapter 1 staff and classroom teachers conduct joint open houses for parents	45	±4.6	36	±5.9
The Chapter 1 teachers/aides call parents of Chapter 1 students	44	±3.5	60	±5.4
Chapter 1 staff and classroom teachers conduct joint parent/teacher conferences with parents of Chapter 1 children	43	±4.0	21	±4.7
Parents (other than Chapter 1 parents) volunteer in the regular classroom	40	±3.8	12	±3.6
Chapter 1 parents volunteer in the regular classroom	17	±2.6	3	±1.0
The regular classroom teacher visits parents	15	±3.0	12	±4.0
Chapter 1 teachers/aides visit parents of Chapter 1 students	12	±2.4	8	±3.2

¹ The weighted base N is 481,118, with an item non-response rate of 2 percent.

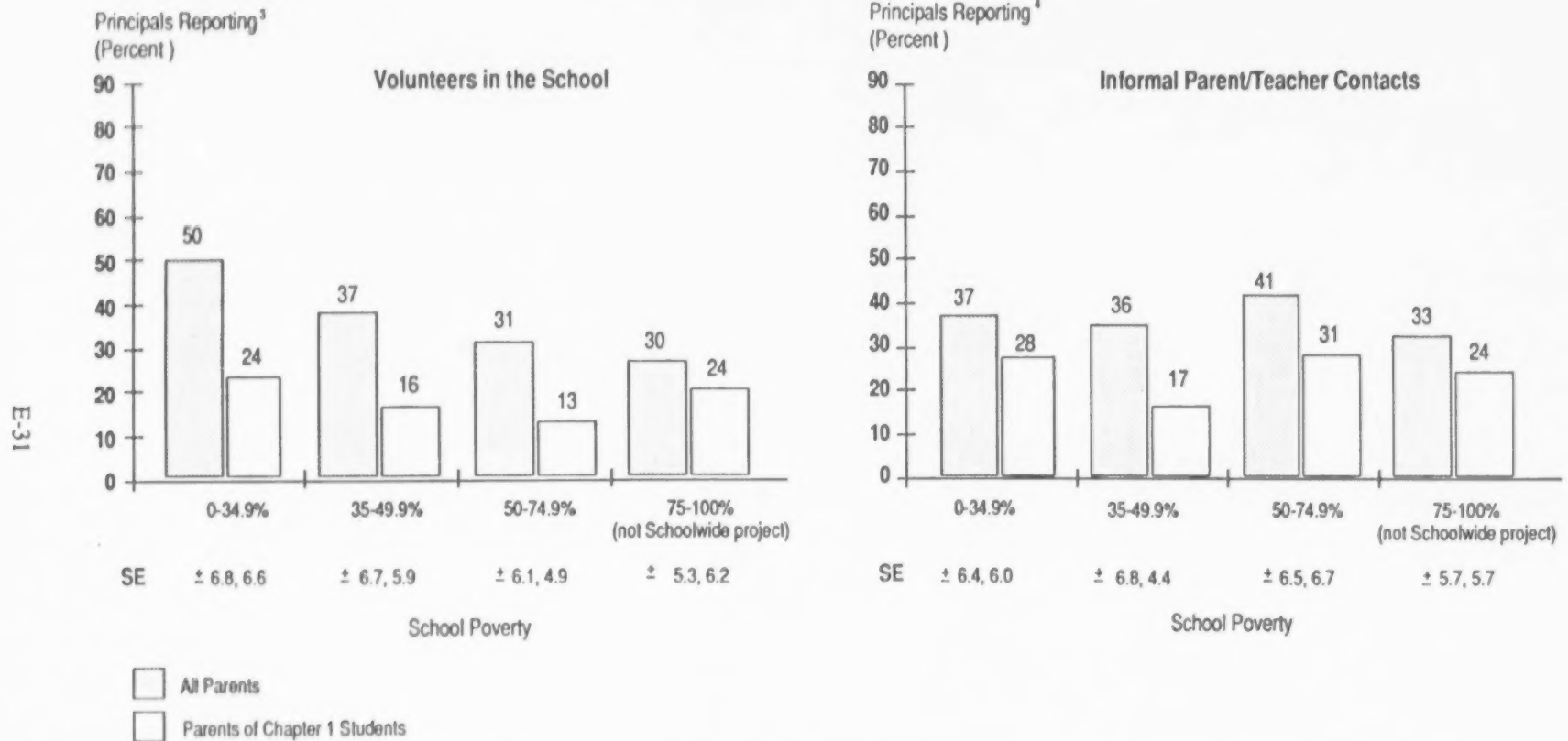
² The weighted base N is 187,893, with an item nonresponse rate of 4 percent.

SE represents the standard error for the percentage of teachers' reporting activities.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 5.4

Comparison of All Parents and Parents of Chapter 1 Students "Very Involved"¹ in Elementary School Activities, by School Poverty Level,² as Reported by Principals



¹ Other response categories were "somewhat involved," "not involved," and "activity not offered."

² School poverty classifications are based on principal's reports of the percent of students who were eligible for free or reduced-price lunches.

³ The weighted base N for All Parents is 36,416, with an item nonresponse rate of 7 percent. The weighted base N for Parents of Chapter 1 Students is 34,953, with an item nonresponse rate of 11 percent.

⁴ The weighted base N for All Parents is 36,852, with an item nonresponse rate of 6 percent. The weighted base N for Parents of Chapter 1 Students is 36,095, with an item nonresponse rate of 8 percent.

Figure reads: Fifty percent of the principals in the lowest poverty schools noted that all parents were "very involved" as volunteers, while 24 percent noted that the parents of Chapter 1 children were "very involved."

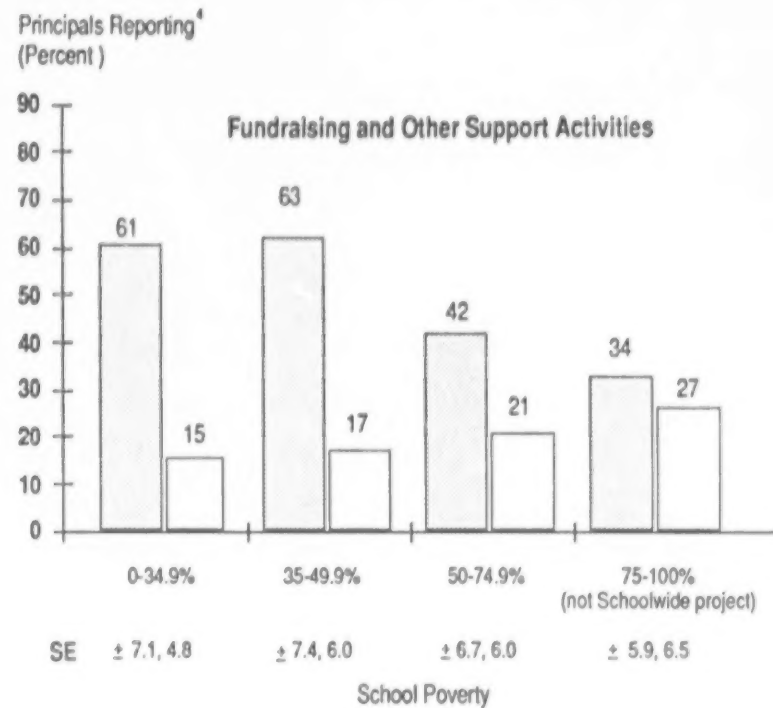
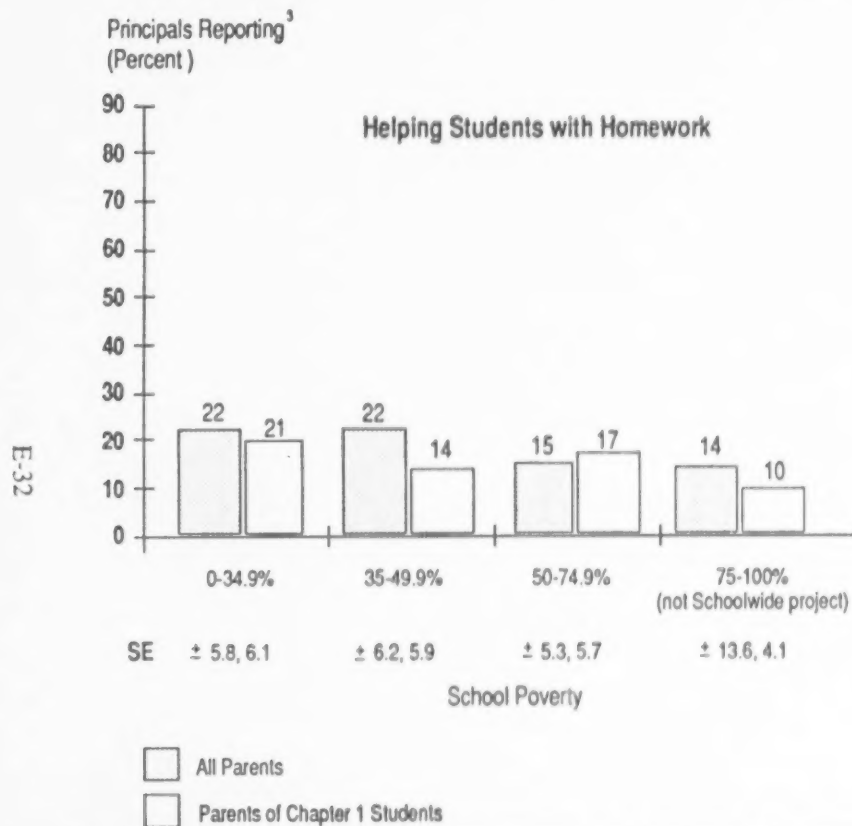
SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 5.4

Comparison of All Parents and Parents of Chapter 1 Students "Very Involved"¹ in Elementary School Activities, by School Poverty Level,² as Reported by Principals

(Continued)



¹ Other response categories were "somewhat involved," "not involved," and "activity not offered."

² School-poverty classifications are based on principals' reports of the percent of students who were eligible for free or reduced-price lunches.

³ The weighted base N for All Parents is 336,397, with an item nonresponse rate of 7 percent. The weighted base N for Parents of Chapter 1 Students is 35,879, with an item nonresponse rate of 9 percent.

⁴ The weighted base N for All Parents is 36,854, with an item nonresponse rate of 6 percent. The weighted base N for Parents of Chapter 1 Students is 365,620, with an item nonresponse rate of 9 percent.

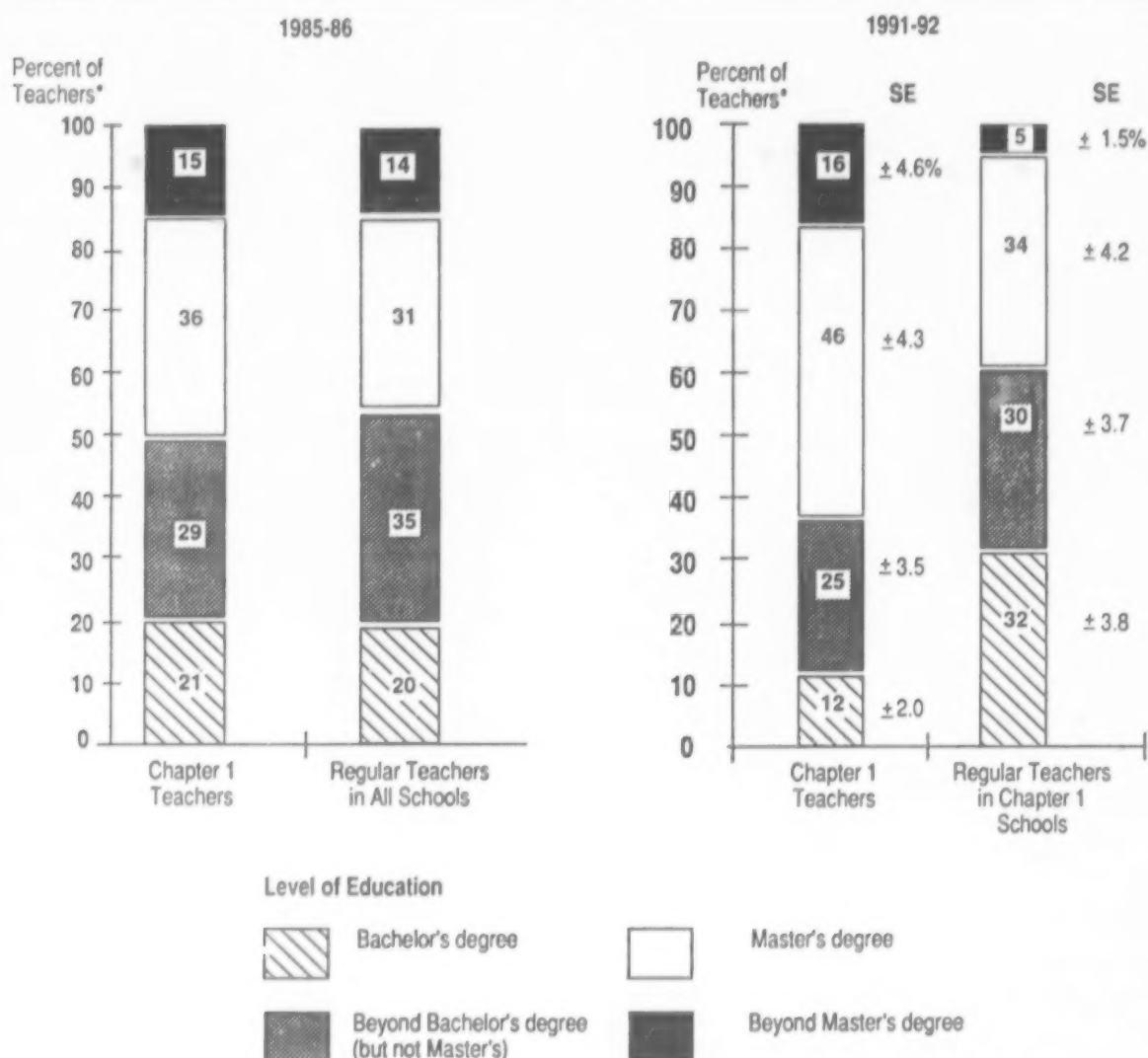
Figure reads: Fifty percent of the principals in the lowest-poverty schools noted that all parents were "very involved" as volunteers in the schools, while 24 percent noted that the parents of Chapter 1 children were "very involved."

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 6.1

Educational Attainment of Teachers in Elementary Schools, 1985-86 and 1991-92



* Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 58,753, with an item nonresponse rate of 3 percent. The weighted base N for regular teachers is 485,836, with an item nonresponse rate of 1 percent.

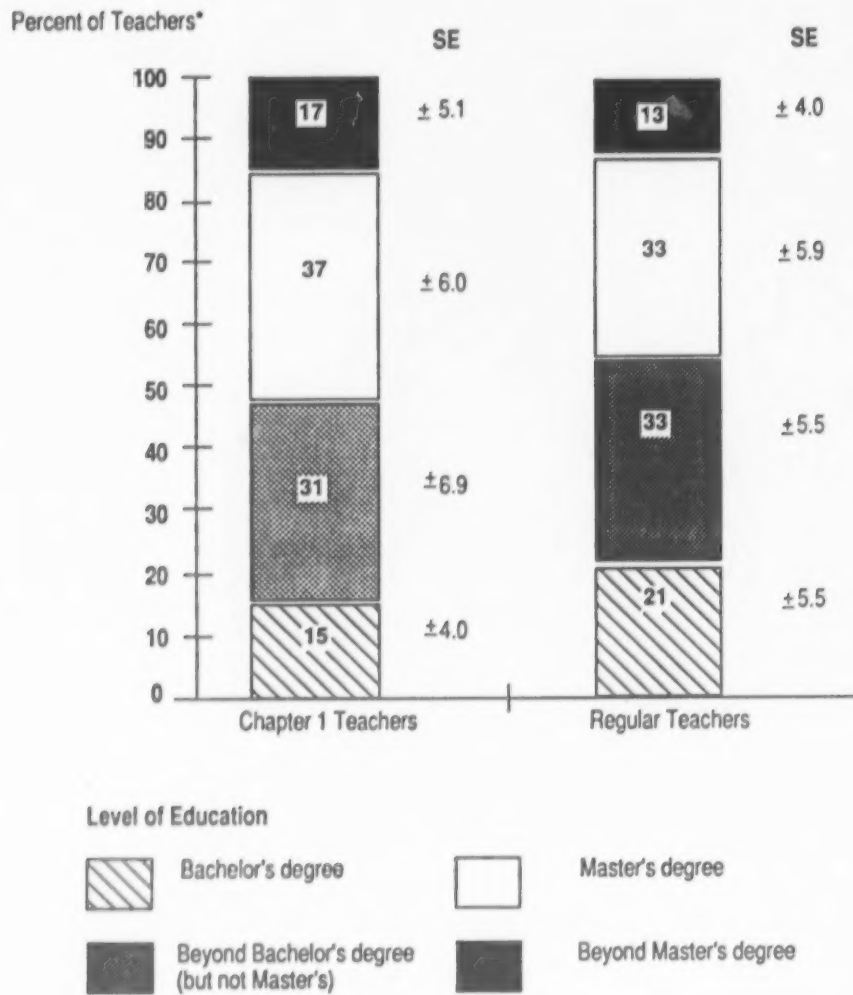
Figure reads: Of Chapter 1 teachers in public elementary schools in 1991-92, 12 percent have earned only a Bachelor's degree.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92, and Survey of Schools conducted for the National Assessment, 1985-86.

Backup to Exhibit 6.2

Educational Attainment of Teachers in Middle and Secondary Chapter 1 Schools, 1991-92



* Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 18,487, with an item nonresponse rate of less than 1 percent. The weighted base N for regular teachers is 192,277, with an item nonresponse rate of 1 percent.

Figure reads: Of Chapter 1 teachers in public middle and secondary schools, 15 percent have earned only a Bachelor's degree.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 6.3

Quality of Chapter 1 Teachers Versus Regular Teachers, as Reported by School Principals

Compared to the regular teachers, how would you rate the quality of Chapter 1 teachers who work in your school?

Rating	Principals Reporting (Percent)			
	Elementary ¹	SE	Middle/ Secondary ²	SE
The Chapter 1 program does not use certified teachers	10%	± 2.7%	11%	± 4.9%
The Chapter 1 Program does use certified teachers				
The Chapter 1 teachers are above the average teacher	37	± 3.4	38	± 6.1
The Chapter 1 teachers are about the same as the average teacher	62	± 3.4	60	± 6.2
The Chapter 1 teachers are below the average teacher	1	± .5	2	± 1.1
Total	100%		100%	

¹ The weighted base N for the first response is 38,955, with an item nonresponse rate of 1 percent. For the other items, the weighted base N is 34,947, with an item nonresponse rate of 0 percent.

² The weighted base N for the first response is 10,413, with an item nonresponse rate of 2 percent. For the other items, the weighted base N is 9,255, with an item nonresponse rate of 0 percent.

SE represents the standard error for the percent of teachers reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 6.4

Quality of In-Class Chapter 1 Instructional Aides, as Reported by Elementary Teachers

In your opinion, how qualified is the Chapter 1 aide to help students learn reading/language arts and mathematics?

Rating	Teachers Reporting (Percent)			
	Reading Language Arts ¹	SE	Mathematics ²	SE
The aide can do as much as a certified teacher	28%	± 9.0%	22%	± 9.1%
The aide is well qualified, although not the equivalent of a teacher	51	± 10.5	62	± 11.1
The aide is moderately qualified	13	± 6.7	10	± 7.0
The aide has only limited skills	8	± 4.7	6	± 3.9
Total	100%		100%	

¹ The weighted base N of classroom elementary teachers is 64,151, with an item nonresponse rate of 2 percent.

² The weighted base N of classroom elementary teachers is 54,921, with an item nonresponse rate of 0 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 6.5

Educational Attainment of Principals in Chapter 1 Schools

Highest Degree	Principals (Percent)			
	Elementary Schools ¹	SE	Middle/ Secondary Schools ²	SE
Beyond Bachelor's but not Master's	2%	± 1.4%	1%	± .5%
Master's Degree	46	± 3.3	37	± 5.8
Specialist diploma with at least one year of course work beyond Master's Degree	43	± 3.3	52	± 5.4
Doctorate	8	± 1.9	9	± 3.3
Other	1	± .5	1	± .7

¹ The weighted base N is 38,771, with an item nonresponse rate of 2 percent.

² The weighted base N is 10,448, with an item nonresponse rate of 2 percent.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.1

Time Spent by Classroom and Chapter 1 Teachers in Staff Development During the Past 12 Months¹

Development Time	Classroom Teachers (Percent)				Chapter 1 Teachers (Percent)			
	Elementary ²	SE	Middle/ Secondary ³	SE	Elementary ⁴	SE	Middle/ Secondary ⁵	SE
More than 35 hours	26%	±3.5%	26%	±6.4%	32%	±3.9%	26%	±5.7%
16-35 hours	35	±3.6	32	±6.1	35	±4.4	33	±5.1
6-15 hours	27	±3.5	27	±5.4	26	±4.2	29	±6.5
Less than 6 hours	11	±2.6	8	±2.6	6	±2.6	10	±4.3
None	1	±0.5	7	±3.7	1	±0.5	3	±3.0

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N of regular elementary teachers is 488,290, with an item nonresponse rate of 0 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N of regular middle/secondary classroom teachers is 192,977, with an item nonresponse rate of 1 percent.

⁴ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 elementary teachers is 58,605, with an item nonresponse rate of 3 percent.

⁵ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 middle/secondary teachers is 18,503, with an item nonresponse rate of less than 1 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.2

Time Spent by Chapter 1 Elementary Teachers and Aides
in Staff Development During the Past 12 Months¹

Development Time	Chapter 1 Teachers ² (Percent)	SE	Chapter 1 Aides ³ (Percent)	SE
More than 35 hours	32%	±3.9%	9%	±3.5%
16-35 hours	35	±4.4	30	±4.8
6-15 hours	26	±4.2	35	±4.6
Less than 6 hours	6	±2.6	21	±3.5
None	1	±0.5	5	±1.6

¹ The period involved was roughly calendar year 1991.

² The weighted base N for Chapter 1 teachers is 58,550, with an item nonresponse rate of 3 percent.

³ The weighted base N for Chapter 1 aides is 79,666, with an item nonresponse rate of 2 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Chapter 1 Teacher and Aide Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.3

Time Spent in Staff Development During the Past 12 Months, by
Teacher Type, Grade Level, and School Poverty

Development Time	Elementary School Poverty								Middle/Secondary School Poverty					
	<35%	SE	35-49.9%	SE	50-74.9%	SE	75-100%	SE	<35%	SE	35-49.9%	SE	50-100%	SE
More than 35 hours														
Classroom teachers ²	28%	±6.6%	18%	±6.9	27%	±6.2%	19%	±7.4%	26%	±8.3%	21%	±12.0	31%	±13.6%
Chapter 1 teachers ³	28	±7.1	31	±7.7	25	±6.3	41	±7.7	19	±7.4	23	±7.5	23	±7.1
16-35 hours														
Classroom teachers	38	±7.2	31	±7.4	34	±7.0	43	±8.7	22	±9.3	30	±14.1	40	±10.5
Chapter 1 teachers	46	±8.9	35	±6.4	38	±7.2	26	±8.4	32	±10.7	53	±12.0	33	±6.9
6-15 hours														
Classroom teachers	14	±4.0	43	±8.7	33	±6.5	26	±6.5	32	±8.4	38	±14.6	18	±7.3
Chapter 1 teachers	21	±7.7	29	±8.0	24	±8.2	30	±8.2	20	±7.3	22	±8.7	35	±9.5
Less than 6 hours														
Classroom teachers	20	±7.3	6	±3.5	4	±2.0	10	±5.0	9	±4.4	10	±8.1	3	±1.6
Chapter 1 teachers	5	±2.8	2	±1.0	13	±6.3	3	±2.3	16	±10.3	2	±1.8	10	±5.4
0 hours														
Classroom teachers	0	±0.3	2	±2.0	1	±0.8	1	±0.8	11	±6.0	0	±0.4	9	±7.7
Chapter 1 teachers	0	±0.1	3	±2.9	0	±0.0	0	±0.0	13	±9.5	0	±0.0	0	±0.3

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N of regular classroom elementary teachers is 455,020, with an item nonresponse rate of 7 percent. The weighted base N of regular middle/secondary classroom teachers is 178,355, with an item nonresponse rate of 8 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N of Chapter 1 elementary teachers is 54,942, with an item nonresponse rate of 9 percent. The weighted base N of Chapter 1 middle/secondary teachers is 16,516, with an item nonresponse rate of 11 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Regular Classroom Teacher and Chapter 1 Teacher and Aide Surveys for Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.4

Areas in Which Classroom and Chapter 1 Teachers Received Staff Development During the Past 12 Months¹

Development Area	Classroom Teachers (Percent)				Chapter 1 Teachers (Percent)			
	Elementary ²	SE	Middle/ Secondary ³	SE	Elementary ⁴	SE	Middle/ Secondary ⁵	SE
Reading/language arts instruction	65%	±3.5%	33%	±5.7%	70%	±4.3%	52%	±8.8%
Instruction for low-achieving students	46	±3.9	46	±5.5	70	±2.9	68	±6.6
Classroom management	45	±3.7	50	±6.9	46	±3.6	56	±6.1
Other curriculum content	45	±3.9	41	±6.9	26	±3.5	35	±9.0
Mathematics instruction	44	±3.6	18	±4.7	40	±3.1	34	±9.0
Higher-order thinking skills	38	±3.6	39	±5.6	48	±4.2	57	±6.0
School-based management	33	±3.5	36	±5.5	29	±3.2	38	±9.7
Interpreting achievement test information	30	±3.9	22	±5.3	36	±3.7	44	±8.6
Parent involvement	26	±3.7	31	±7.3	51	±4.5	52	±8.0
Integration of supplemental services	22	±3.2	24	±5.2	21	±2.7	25	±6.8
Other	19	±2.4	27	±5.1	18	±2.9	24	±4.9

¹ The period involved was roughly calendar year 1991.

² The weighted base N of regular classroom teachers is 478,388, with an item nonresponse rate of 1 percent.

³ The weighted base N of regular classroom teachers is 172,532, with an item nonresponse rate of 4 percent.

⁴ The weighted base N of Chapter 1 teachers is 58,149, with an item nonresponse rate of less than 1 percent.

⁵ The weighted base N of Chapter 1 teachers is 17,882, with an item nonresponse rate of 0 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.5

Mean Number of Topics Covered in Staff Development During the Past 12 Months,¹ by Time Spent

Development Time	Number of Topics							
	Classroom Teachers				Chapter 1 Teachers			
	Elementary ²	SE	Middle/ Secondary ³	SE	Elementary ⁴	SE	Middle/ Secondary ⁵	SE
More than 35 hours	5.0	±0.4	4.3	±0.5	5.6	±0.3	4.9	±0.8
16-35 hours	4.0	±0.2	4.0	±0.4	4.7	±0.2	5.1	±0.3
6-15 hours	3.9	±0.2	2.8	±0.4	4.1	±0.3	5.0	±0.8
Less than 6 hours	2.6	±0.3	1.5	±0.2	2.1	±0.4	3.8	±1.6

¹ The period involved was roughly calendar year 1991.

² The weighted base N for regular classroom elementary teachers is 483,032, with an item nonresponse rate of 0 percent.

³ The weighted base N for regular classroom middle/secondary teachers is 178,928, with an item nonresponse rate of 0 percent.

⁴ The weighted base N for Chapter 1 elementary teachers is 57,679, with an item nonresponse rate of 0 percent.

⁵ The weighted base N for Chapter 1 middle/secondary teachers is 16,934, with an item nonresponse rate of 0 percent.

SE represents the standard error for the mean number of topics.

Source: Regular Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.6

Most-Used Providers of Staff Development During the Past 12 Months, as Reported by Regular and Chapter 1 Teachers¹

Provider	Classroom Teachers Reporting (Percent)				Chapter 1 Teachers Reporting (Percent)			
	Elementary ²	SE	Middle/ Secondary ³	SE	Elementary ⁴	SE	Middle/ Secondary ⁵	SE
Independent consultants	30%	±4.4%	30%	±7.1%	29%	±4.2%	26%	±9.8%
Staff in institutions of higher education	18	±3.0	18	±4.9	15	±3.2	12	±4.8
Other district staff	17	±2.8	22	±6.5	6	±1.5	6	±2.0
Teaching staff in this school	16	±2.7	15	±4.5	7	±2.3	7	±2.7
District Chapter 1 staff	7	±2.1	2	±0.8	30	±5.1	34	±11.5
Teaching staff in another school	6	±1.8	8	±3.2	4	±1.2	1	±0.3
Staff in another office in the state department	3	±1.7	2	±1.2	1	±0.6	1	±0.4
Other providers	3	±1.4	2	±1.0	6	±2.5	2	±1.0
Chapter 1 Technical Assistance Center	1	±0.9	0	±0.1	2	±1.3	7	±4.8
State Chapter 1 office staff	0	±0.0	1	±0.5	3	±1.7	6	±2.5

¹ The period involved was roughly calendar year 1991.

² Percents may not sum to 100 due to rounding. The weighted base N for regular classroom teachers is 409,571, with an item nonresponse rate of 13 percent.

³ Percents may not sum to 100 due to rounding. The weighted base N for regular classroom teachers is 130,263, with an item nonresponse rate of 17 percent.

⁴ Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 48,210, with an item nonresponse rate of 13 percent.

⁵ Percents may not sum to 100 due to rounding. The weighted base N for Chapter 1 teachers is 12,083, with an item nonresponse rate of 25 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Regular Classroom and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 7.9
Staff Development Areas of Interest

Topic	Classroom Teachers Reporting (Percent)				Chapter 1 Teachers Reporting (Percent)			
	Elementary ¹	SE	Middle/ Secondary ²	SE	Elementary ³	SE	Middle/ Secondary ⁴	SE
Instruction for low-achieving students	71%	±3.6%	57%	±6.0%	77%	±3.1%	67%	±8.5%
Higher-order thinking skills	50	±4.1	50	±5.6	46	±8.3	46	±8.3
Classroom management	40	±3.3	28	±5.0	27	±3.2	32	±5.6
Reading/language arts instruction	37	±3.5	14	±3.8	50	±3.9	35	±4.5
Mathematics instruction	36	±3.2	13	±4.6	31	±4.0	30	±7.5
Parent involvement	32	±4.1	40	±6.0	48	±4.0	53	±7.6
Integration of supplemental services	28	±2.8	15	±3.7	30	±3.8	34	±7.5
Other curriculum content	18	±2.9	20	±5.0	17	±3.6	12	±3.8
Interpreting achievement test information	17	±2.7	11	±3.3	25	±3.3	35	±10.0
School-based management	15	±2.4	19	±4.2	15	±2.6	23	±5.1
Other	7	±1.8	5	±2.1	6	±1.4	9	±4.3

¹ The weighted base N for regular classroom teachers is 453,626, with an item nonresponse rate of 4 percent.

² The weighted base N for regular classroom teachers is 157,639, with an item nonresponse rate of 9 percent.

³ The weighted base N for Chapter 1 teachers is 58,149, with an item nonresponse rate of less than 1 percent.

⁴ The weighted base N for Chapter 1 teachers is 17,297, with an item nonresponse rate of 2 percent.

SE represents the standard error for the percentage of teachers reporting.

Source: Classroom Teacher and Chapter 1 Teacher and Aide Surveys of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.1

Perceived Accuracy of Identifying Schools as in Need
of Improvement, as Reported by Principals

Accuracy	Principals Reporting (Percent)			
	Formal School Improvement and School in Need of Improvement ¹	SE	School in Need of Improvement Only ²	SE
Good	28%	± 4.4%	40%	± 9.1%
Fair	42	± 6.7	40	± 8.4
Poor	30	± 5.3	20	± 7.5
Total	100%		100%	

¹ The weighted base N is 9,047, with an item nonresponse rate of 1 percent.

² The weighted base N is 5,412, with an item nonresponse rate of 0 percent.

SE represents the standard error for the percentage of principals responding.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.2

Characteristics of Schools in Need of Improvement, Compared with Schools not so Identified

Characteristic	Schools in Need of Improvement	SE	Schools Not Identified as in Need of Improvement	SE
Median Total Student Enrollment	409%	$\pm 24.7\%$	507%	$\pm 19.4\%$
Median School Poverty Rate	57	± 3.2	43	± 2.3
Median Percentage of Chapter 1 Enrollment to Total School Enrollment	25	± 1.6	20	± 1.1
Student Mobility Perceived as a Serious Problem by Principal	15	± 3.8	8	± 1.5
Student Absenteeism Perceived as a Moderate or Serious Problem by Principal	27	± 4.3	15	± 2.0

SE represents the standard error.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.3

Reasons for Undertaking Formal School Improvement, as Reported by Principals

Reason	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
Decision of school leadership and/or teachers to improve the school	75%	±4.0%	48%	±6.0%	31%	±6.3%
A district school improvement or restructuring plan	65	±4.6	50	±6.1	33	±6.3
A state school improvement initiative	48	±5.5	51	±6.2	35	±8.3
Low percentile rankings of students on standardized tests	25	±4.6	29	±5.1	31	±7.1
Low NCE gains (or NCE losses) by students	13	±2.7	65	±5.5	73	±7.5
Other	7	±2.5	4	±1.9	0	±.3

¹ The weighted base N is 19,395, with an item nonresponse rate of 0 percent.

² The weighted base N is 9,097, with an item nonresponse rate of 0 percent.

³ The weighted base N is 4,028, with an item nonresponse rate of 14 percent.

SE represents the standard error for the percentage of principals reporting.

Totals add to more than 100 percent, because principals checked multiple responses.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.4

The Most Useful Activity in Facilitating School Improvement, as Reported by Principals

Activity	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
Consensus between principal and teaching staff on effective practices	39%	± 5.1%	40%	± 8.3%	32%	± 8.2%
Testing and other evaluation data on students	23	± 4.1	31	± 5.8	35	± 10.4
Recommendations of the teaching staff	14	± 3.7	11	± 3.5	19	± 8.8
Research on effective practices	15	± 3.1	10	± 4.2	6	± 4.2
Recommendations of district staff	5	± 2.1	4	± 1.5	2	± 1.2
Recommendations of the principal	2	± .6	3	± 3.1	1	± .8
Other	3	± 2.0	1	± 1.2	3	± 2.0

¹ The weighted base N is 18,228, with an item nonresponse rate of 6 percent.

² The weighted base N is 8,741, with an item nonresponse rate of 4 percent.

³ The weighted base N is 3,755, with an item nonresponse rate of 19 percent.

Column totals do not add to 100 percent due to rounding.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.5

Single Largest Component of School Improvement, as Reported by Principals

Component	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
Raising the achievement levels of all students	29%	± 4.3%	23%	± 5.9%	9%	± 4.4%
Creating high expectations for student performance	20	± 4.0	19	± 4.7	18	± 5.1
Improving the school's atmosphere or climate	18	± 3.4	21	± 7.3	6	± 2.8
Improving the performance of low-achieving students	11	± 2.9	15	± 3.7	25	± 8.0
Improving discipline and safety	5	± 2.2	2	± .8	5	± 2.1
Increasing consensus on school goals	5	± 2.0	1	± .9	1	± .5
Increasing teacher classroom management skills	5	± 2.1	2	± .9	5	± 3.3
Improving use of staff development	4	± 1.7	10	± 4.2	15	± 8.6
Increasing parent involvement	4	± 1.8	5	± 2.6	10	± 6.2
Increasing the amount of time teacher spend with students in individual help	1	± .6	6	± 4.1	3	± 2.8
Enlarging the role of the school leader over instructional decisions	1	± .4	1	± .3	2	± 2.5
Other	0	± .2	1	± .5	4	± 3.8

¹ The weighted base N is 18,440, with an item nonresponse rate of 5 percent.

² The weighted base N is 8,990, with an item nonresponse rate of 1 percent.

³ The weighted base N is 3,888, with an item nonresponse rate of 17 percent.

Column totals do not add to 100 percent due to rounding.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.6

Activities Undertaken as Part of Chapter 1 School Improvement, as Reported by Principals

Activity	Principals Reporting (Percent)			
	Formal School Improvement and School in Need of Improvement ¹	SE	School in Need of Improvement Only ²	SE
Meetings with various staff to examine Chapter 1 and school objectives and performance	96%	± 1.5%	98%	± 1.4%
Additional staff development	61	± 5.8	86*	± 4.0
Adopting a new instructional approach in Chapter 1	64	± 5.3	51	± 8.5
Adding a new focus (e.g., more advanced skills) to the existing program design for Chapter 1	46	± 8.2	43	± 9.0
Adding a new focus to existing regular classroom instruction	41	± 5.9	32	± 6.9
Adopting a new instructional approach in the regular classroom	40	± 6.1	32	± 7.6
Changing the location of Chapter 1 services (e.g., from pullout to in-class or vice versa)	36	± 6.0	30	± 7.0
Changing student assessment procedures	34	± 7.8	23	± 7.2
Changing the staff of Chapter 1 services	34	± 5.5	35	± 8.3
Changing the grade levels for Chapter 1 services	23	± 7.4	17	± 5.7
Other	7	± 2.1	25	± 8.2

¹ The weighted base N is 8,999, with an item nonresponse rate of 1 percent.

² The weighted base N is 5,419, with an item nonresponse rate of 0 percent.

Column totals add to more than 100 percent because principals checked multiple responses.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.7

Chapter 1 Students as the Focus of School Improvement, as Reported by Principals

To what extent are Chapter 1 students a focus of the school improvement initiative?

Chapter 1 Student	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
The only focus	2%	± 1.9%	3%	± 1.5%	9%	± 5.0%
A major focus but not the only focus	40	± 4.4	43	± 6.2	73	± 7.2
Some focus but not the major focus	52	± 4.2	53	± 6.4	17	± 5.6
Not a focus	6	± 2.4	1	± .3	0	± 0.0
Total	100%		100%		100%	

¹ The weighted base N is 18,993, with an item nonresponse rate of 2 percent.

² The weighted base N is 9,068, with an item nonresponse rate of less than 1 percent.

³ The weighted base N is 3,978, with an item nonresponse rate of 15 percent.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.8

Chapter 1 Resources as Part of School Improvement,
as Reported by Principals

To what extent are Chapter 1 resources the central resources for the school improvement initiative?

Chapter 1 Resources	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
The only resources	2%	±1.9%	2%	±0.9%	14%	±8.2%
A major resource but not the only resource	23	±3.7	31	±5.3	61	±9.0
Some contribution but not a major contribution	45	±4.4	58	±5.7	25	±6.4
Not using Chapter 1 resources	31	±4.6	9	±2.5	0	±0.3
Total	100%		100%		100%	

¹ The weighted base N is 19,245, with an item nonresponse rate of 1 percent.

² The weighted base N is 9,029, with an item nonresponse rate of 1 percent.

³ The weighted base N is 3,896, with an item nonresponse rate of 16 percent.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.9

Major Problems¹ in Implementing School Improvement, as Reported by Principals

Problem	Principals Reporting (Percent)					
	Formal School Improvement Only ²	SE	Formal School Improvement and School in Need of Improvement ³	SE	School in Need of Improvement Only ⁴	SE
Money and/or resources	53%	±5.7%	39%	±5.9%	43%	±8.5%
Teacher time and energy	49	±4.6	46	±6.3	46	±8.9
Arranging for staff development	29	±4.1	24	±5.4	17	±5.5
Constraints of the physical plant	19	±3.9	21	±6.7	14	±6.7
Lack of parent involvement	22	±3.8	38	±8.6	39	±9.1
Maintaining communication about the effort	13	±3.5	9	±2.6	21	±8.0
Slow progress in reaching goals	12	±3.1	15	±4.5	14	±4.4
Lack of staff skills that were required	6	±2.2	11	±3.0	5	±2.6
Unanticipated crises	2	±0.7	7	±4.3	6	±3.5
Staff disagreement over goals	2	±0.8	3	±1.6	2	±1.8

¹ The other responses were "minor problem" and "no problem."

² The weighted base N varies with the item. Item nonresponse rate varies from 1 percent to 3 percent.

³ The weighted base N varies with the item. Item nonresponse rate varies from 0 percent to 6 percent.

⁴ The weighted base N varies with the item. Item nonresponse rate varies from 14 percent to 23 percent.

Totals add to more than 100 percent because principals checked multiple responses.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

Backup to Exhibit 8.10

Providers of Assistance in School Improvement, as Reported by Principals

Provider	Principals Reporting (Percent)					
	Formal School Improvement Only ¹	SE	Formal School Improvement and School in Need of Improvement ²	SE	School in Need of Improvement Only ³	SE
No providers have assisted the school in its improvement process	14%	± 3.8%	2%	± 1.0%	0%	± 0.0%
District Chapter 1 staff	65	± 5.1	87	± 5.9	92	± 3.6
Other district staff	66	± 3.3	68	± 5.0	63	± 9.3
Independent consultants	59	± 5.0	44	± 8.5	42	± 8.8
Staff in institutions of higher education	52	± 5.5	49	± 6.2	46	± 8.9
Other staff in State offices	41	± 4.7	25	± 5.9	33	± 8.3
State Chapter 1 office staff	29	± 5.7	51	± 8.8	69	± 8.3
Chapter 1 Technical Assistance Center (TAC/R-TAC) staff	26	± 5.1	50	± 6.2	54	± 8.8
Regional education laboratory or national education research center staff	24	± 4.2	14	± 4.6	11	± 4.8
Other providers	15	± 3.1	25	± 5.9	16	± 5.9

¹ The weighted base N is 18,818, with an item nonresponse rate of 3 percent.

² The weighted base N is 8,905, with an item nonresponse rate of 2 percent.

³ The weighted base N is 3,938, with an item nonresponse rate of 27 percent.

Totals add to more than 100 percent because principals checked multiple responses.

SE represents the standard error for the percentage of principals reporting.

Source: Principal Survey of Chapter 1 Implementation, 1991-92.

**Chapter 1 in Public Schools: Final Report
Chapter 1 Implementation Study
Analysis and Highlights**

Background

The final report of the Chapter 1 Implementation Study examines school-level implementation of the Hawkins-Stafford Amendments to Chapter 1 of Title I of the Elementary and Secondary Education Act. The school survey of 1000 public schools offering Chapter 1 services replicates many questions from a school survey conducted in 1985-86 to show the impact of the Hawkins-Stafford reforms. This report was prepared in support of the National Assessment of Chapter 1; preliminary findings from the school survey were reported in the National Assessment of Chapter 1's final report, Reinventing Chapter 1.

Highlights

Concentrations of Poverty in Chapter 1 Schools

- Approximately one-third of Chapter 1 schools have between 0 and 35 percent of their students eligible for free or reduced-price lunch; about one-fifth of the schools have 75 to 100 percent of their students eligible.
- Close to 40 percent of Chapter 1 elementary school students attend high-poverty schools in which 75 percent of the children are eligible for free or reduced-price lunch.

Differences between High- and Low-Poverty Chapter 1 Schools

- High-poverty Chapter 1 schools rely on instructional aides to a greater extent than do low-poverty Chapter 1 schools. Less than 20 percent of Chapter 1 aides have college degrees.
- High-poverty Chapter 1 schools have an average of 37 students for each full-time Chapter 1 instructor (aides and teachers), as compared to 24 students per full-time Chapter 1 instructor in low-poverty Chapter 1 schools.

Program Operations

- Limited pullout programs, in which Chapter 1 students are pulled out of their regular class and taught in small groups, remain the most popular program design (78 percent of Chapter 1 schools), but in-class instruction has

dramatically increased since 1985-86. Fifty-eight percent of Chapter 1 schools now offer in-class instruction, compared to 28 percent in the 1985-86 school year. High-poverty elementary schools are more likely than low-poverty schools to use aides for in-class instruction (44 percent versus 17 percent).

- Over 80 percent of Chapter 1 elementary schools offer at least two service delivery models for their Chapter 1 programs, an increase of over 20 percentage points since 1988-89.
- Approximately 2000 schoolwide projects were operating in the 1991-92 school year out of over 9,000 eligible high-poverty schools. However, principals in close to half of the eligible schools were not aware of the option to become schoolwide projects.

Instruction

- Eighty percent of classroom teachers reported that their students receive Chapter 1 reading/language arts instruction outside the classroom, for about 30 minutes a day.
- Over half of elementary classroom teachers said that the primary activity missed by students during Chapter 1 instruction reading/language arts instruction was related to reading instruction. For students receiving Chapter 1 mathematics instruction, 45 percent of teachers reported that the primary activity missed was math-related.
- Reinforcement of concepts (drill and practice) was the major focus of Chapter 1 instruction, cited by 84 percent of classroom teachers for Chapter 1 reading/language arts instruction and 97 percent of teachers for Chapter 1 mathematics. Less than 30 percent of the teachers saw the development of higher-order thinking skills as a major focus of Chapter 1.
- The most frequent form of coordination between Chapter 1 elementary teachers and regular classroom teachers is informal discussion, followed by consultation on written lesson plans and weekly meetings.

Parent Involvement

- Chapter 1 parent/teacher conferences remain the most common parent involvement activity.
- Since 1985-86, there has been an increase in parent involvement, with more parents volunteering in the school and helping children with homework.

Educational Background of Staff/Staff Development

- Chapter 1 teachers have higher educational attainment than regular elementary teachers in Chapter 1 schools. Close to 90 percent of Chapter 1 teachers have education beyond the Bachelor's degree, compared to two-thirds of classroom teachers; they are also more likely to be reading-certified. In contrast, in 1985-86, Chapter 1 elementary-grade teachers and classroom teachers had virtually identical educational backgrounds.
- The majority of school principals rate the quality of Chapter 1 teachers as about the same as that of classroom teachers, and one-third rate Chapter 1 teacher as more highly qualified than classroom teachers.
- Little time is spent in staff development. Two-thirds of Chapter 1 elementary teachers, and three-quarters of Chapter 1 secondary teachers and classroom teachers at both levels, participate in less than 4 days a year of staff development.
- Staff development is presented on multiple topics and most often provided by district Chapter 1 staff and independent consultants.

Program Improvement

- Schools identified as being in need of improvement tend to have higher poverty and more Chapter 1 students.
- When school reform efforts extend beyond Chapter 1 program improvement, more schools focus on schoolwide goals such as raising the achievement level of all students and improving the school's atmosphere or climate. However, in schools where reforms are limited to the Chapter 1 program, the focus is more likely to be on the low-achieving children and services such as staff development.
- Schools in the improvement process report limited money, resources, time, and lack of parent support as major problems in implementing improvements.

The full report is available from the Office of Policy and Planning by writing to the Planning and Evaluation Service, 400 Maryland Avenue, SW, Room 3127, Washington, D.C. 20202-8240.